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ABSTRACT

This guidebook was designed to assist sex equity coordinators in the Los Angeles Community College District in promoting the recruitment, retention, and placement of students in vocational programs that are non-traditional for their sex. The guidebook's first ten chapters present: (1) outlines of relevant legislation and legal guidelines for eliminating sex discrimination; (2) a glossary of sex equity terms; (3) a list of the legislatively mandated responsibilities of the sex equity coordinator, a timeline for fulfilling these obligations by Spring 1981, and suggestions for activities coordinators might initiate; (4) examples of seven government sex equity forms and descriptions of their intended use; (5) a framework for planning and evaluating activities and services; (6) guidelines for identifying and eliminating stereotyped and discriminatory language in publicity materials; (7) materials for a three-hour teacher workshop and class visits concerning sex equity; (8) an instrument for evaluating sex bias in lectures and curriculum materials; (9) suggestions for involving student services staff in sex equity; and (10) a discussion of the interpersonal skills needed by coordinators. The final sections alert the reader to sex equity projects in California community colleges, sex equity programs offered in the District in 1979-1980, relevant films available through the District, and 138 resources. (JP)

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SEX EQUITY COORDINATORS' HANDBOOK

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

1981

●●● INTRODUCTION

The Sex Equity Coordinator's Handbook was developed for the Los Angeles Community College District at the request of vocational administrators and sex equity coordinators. It was designed to inform the sex equity coordinators of the goals and guidelines of the Sex Equity Program and to support them in developing campus activities which are in compliance with sex equity legislation and guidelines. Topics addressed in the handbook are also based on the Sex Equity Needs Assessment conducted during the summer of 1980.

All of the information and activities presented in the handbook are designed to be utilized in programs and services promoting and supporting the recruitment, retention and placement of students in vocational education programs which are nontraditional for their sex. It is the intent of the authors that incorporation of the information and activities compiled in the handbook will aid in the achievement of sex equity goals as outlined by the Office for Civil Rights on each L.A.C.C.D. campus.

Dorothy Rubenstein
Donna Sillman

September 1980

Project to Achieve Gender Equity

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1 LEGISLATION

During the last two decades many laws have been passed which protect individuals from discrimination. Part A of this chapter summarizes both Federal and State Legislation which has been passed to prevent discrimination on the basis of sex. These are brief descriptions of the laws and are intended to give only a brief thumbnail sketch of the legislation which requires equal treatment of men and women.

Part B outlines sections of the supplemental guidelines to Title VI of the Civil Rights Act of 1964 and the implementing departmental regulation (45 CFR Part 80), Title IX of the Education Amendments of the 1972 and the implementing departmental regulation (45 CFR Part 86), and Section 504 of the Rehabilitation Act of 1973 and the implementing department regulation (45 CFR Part 84), which would be of particular interest to Sex Equity Coordinators.

It's important to remember that nobody is born doing a nontraditional job. There is no particular type of person best fitted for a job like this. It's a combination of many things- getting trained and being willing to give it a try. I experienced some chauvinism during my training, but now people are only concerned with the quality of my work.

Custom furniture & cabinet maker

GENDER EQUITY LEGISLATION

A. LAWS THAT PROTECT FROM SEX DISCRIMINATION

FEDERAL LEGISLATION

The Equal Pay Act of 1963

The Equal Pay Act prohibits paying men and women different wages for doing essentially the same work.

The Civil Rights Act of 1964, Title VII

Discrimination in employment based on sex, race, color, religion and national origin is prohibited by Title VII of the Civil Rights Act of 1964. It covers all terms and conditions of employment and holds the employer responsible for any discrimination that occurs within the employers' organization. The law prohibits discrimination in hiring and firing; wages and fringe benefits; classifying, referring, assigning and promoting of employees; extending and assigning use of facilities; training, retraining, apprenticeships or any other terms, conditions, or privileges of employment.

In 1972, coverage of Title VII was extended to employees of all educational institutions, state and local governments, members of labor organizations, and users of employment services. Guidelines for Title VII, issued by the Equal Employment Opportunity Commission (EEOC), the agency responsible for enforcement of Title VII, specify that the law supersedes any state laws that prevent women from working at certain kinds of jobs, working more than certain hours and other "protective" legislation. Classification of jobs as "men's and women's" are banned by the EEOC guidelines with narrowly defined exceptions.

Executive Orders 11246 and 11375

Executive Order 11246 requires all government contracts to include provisions forbidding federal contractors and subcontractors from discrimination on the basis of race, color, religion, or national origin in their employment practices. Executive Order 11375 prohibits

discrimination in federal employment on the basis or sex, race, color, religion, or national origin. These orders form the basis of affirmative action goals.

The Education Amendments of 1972, Title IX

This law prohibits discrimination on the basis of sex against any person in an education program or activity receiving Federal financial assistance. This legislation has had a direct influence on vocational education. Specifically, in vocational education the issues of admission, access to courses and facilities, treatment of students, course completion and graduation requirements, marital and/or parental status, student employment and employment of educational personnel are all addressed. In addition, Title IX addresses all aspects of education including access and admissions to all courses and programs, counseling and guidance services, athletics, students rules and policies, financial assistance, extra-curricular activities and employment.

Educational Amendments of 1976, Title II

Provisions of this legislation make vocational educators responsible for taking positive steps to overcome sex bias, sex discrimination, and sex stereotyping in all programs. Rather than prohibiting discriminatory practices this law requires that the states take affirmative action to achieve gender equity in vocational education.

STATE OF CALIFORNIA LEGISLATION

Assembly Bill (AB) 803

This law prohibits discrimination on the basis of ethnic group, age, religion, color, physical handicap or sex in a program or activity that is funded or receives financial aid from the state.

California Fair Employment Practices Act

This act safeguards the right of persons to seek and hold a job

without discrimination based on race, religion, color, national origin, medical condition, marital status, physical handicap or sex.

California Pay Act

This legislation requires that equal wages be paid to men and women for equal work requiring equal skill, effort and responsibility. Exceptions are made for seniority or legitimate differences based on facts other than sex.

B. GUIDELINES FOR ELIMINATING DISCRIMINATION AND DENIAL OF SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, AND HANDICAP.

As a result of litigation against the Office for Civil Rights (Adams v. Califano) the Department of Health Education and Welfare was directed to enforce civil rights requirements in vocational education programs through 1) compliance reviews, 2) a survey of enrollment and related data, and 3) the issuance of guidelines explaining the application of Title VI regulations for vocational education. Within the guidelines, community colleges are specifically identified as recipients of Federal funds, and therefore must be in compliance. However, the colleges, as outlined in the guidelines, are to be assisted by the State (and the District) which must adopt a program to prevent, identify and remedy discrimination on the basis of race, color, national origin, SEX or handicap.

Basically, the bottom line is, if a college has accepted any Federal funds and if any programs or services are found discriminatory, funds may be withheld. If the Office for Civil Rights finds that a

system for distributing funds is discriminatory, it will first require the college to adopt an alternative nondiscriminatory method of distribution. However, it may then require the college to compensate for the effects of its past unlawful discrimination.

Only statements from the Guidelines which seemed especially pertinent to the responsibilities of the campus Sex Equity Coordinator are mentioned. To be more fully informed, it is suggested that the Sex Equity Coordinators read the Guidelines in their totality in the FEDERAL REGISTER, Vol 44, No. 56--Wednesday, March 21, 1979.

Some of the law's wording has been modified for easier reading and comprehension. The intent is to aid the reader, not misinterpret or change the intent of the law. For clarification on any point, the reader is advised to refer to the original document as published by the Department of Health, Education and Welfare, or contact the State Sex Equity Coordinator, Vocational Education, California Community Colleges, 1238 S Street, Sacramento, CA 95814 (916) 445-8283, for clarification. Selections are identified by the section number of the Guidelines from which they came for easier referral to the original.

IV. ACCESS AND ADMISSION OF STUDENTS TO VOCATIONAL EDUCATION PROGRAMS.

H. Gender Imbalance

A program will be found discriminatory if most of its program offerings have traditionally been selected predominantly by members of one race, national origin, or SEX. The Office for Civil Rights suggests that colleges develop intensive outreach, recruitment and counseling programs to overcome the imbalance.

K. Admissions

Admission requirements to vocational education programs must not discriminate on the basis of race, color, national origin, SEX or handicap.

L. English Proficiency

Colleges may not restrict an applicant's admission to vocational education programs because the applicant cannot participate in and

benefit from vocational instruction to the same extent as a student whose primary language is English.

O. Public Notification

Prior to the beginning of each school year, the college must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, SEX or handicap.

If the college's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language, and must state that the college will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

V. COUNSELING AND PREVOCATIONAL PROGRAMS

A. Responsibilities

Colleges must insure that their counseling materials and activities (including student program selection and career/employment selection), promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, SEX or handicap.

B. Counseling and Prospects for Success

Colleges that operate vocational education programs must insure that counselors do not direct or urge any student to enroll in a particular career or program, or measure, or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, SEX or handicap. If a vocational program disproportionately enrolls male or female students, minority or nonminority students, or handicapped students, the colleges must take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

C. Student Recruitment Activities

The colleges must conduct their student recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, SEX or handicap. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of race, color, national origin, SEX or handicap of the students or potential students to whom the presentation is made. Also, to the extent possible, recruiting teams should include persons of different races, national origins, sexes, and handicaps.

D. Counseling of Students with Limited English Speaking Ability

The colleges must ensure that counselors can effectively communicate with national origin minority students with limited English speaking skills.

E. Promotional Activities

The colleges may not undertake promotional efforts (including activities of school officials, counselors and vocational staff) in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, SEX or handicap.

Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration.

VI. EQUAL OPPORTUNITIES IN THE VOCATIONAL EDUCATION INSTRUCTION SETTING

B. Student Financial Assistance

The colleges may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education students on the basis of race, color, national origin, SEX or handicap except to overcome the efforts of past discrimination. Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe

the assistance is provided on a discriminatory basis. If a college's service area contains a community of national origin minority persons with limited English language skills, such information must be disseminated to that community in its language.

D. Comparable Facilities

The colleges must provide changing rooms, showers, and other facilities for students of one sex that are comparable to those provided to students of the other sex. This may be accomplished by alternating use of the same facilities or by providing separate, comparable facilities.

VII. WORK-STUDY, COOPERATIVE VOCATIONAL EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING

A. Responsibilities in Cooperative Vocational Education Programs, Work-Student Programs, and Job Placement Programs

A college must ensure that (a) it does not discriminate against its students on the basis of race, color, national origin, SEX or handicap in making available opportunities in cooperative education, work-study, and job placement programs; and (b) students participating in cooperative education, work-study and job placement programs are not discriminated against by employers, or prospective employers on the basis of race, color, national origin, SEX or handicap in the recruitment, hiring, placement, assignment to work task, hours of employment, levels of responsibility and in pay.

The colleges may not honor any employer's request for students who are free of handicaps or for students of a particular race, color, national origin or SEX.

VIII. EMPLOYMENT OF FACULTY AND STAFF

A. Employment Generally

The colleges may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of SEX or handicap.

B. Recruitment

The colleges may not limit their recruitment for employees for schools, communities, or companies disproportionately composed of persons of a particular race, color, national origin, SEX or handicap, except for the purpose of overcoming the effects of past discrimination.

F. The Effects of Past Discrimination

The colleges must take steps to overcome the effects of past discrimination in the recruitment, hiring, and assignment of faculty. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or SEX, or those who are handicapped.

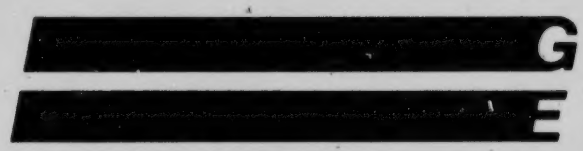
Material in Section A adapted from: Carvell, F., and Others: Choices and Challenges. A Student Guidebook about Nontraditional Career Opportunities. Sacramento: California State Department of Education and Chancellor's Office, California Community Colleges, 1979. pp. 13--14.

2 GENDER EQUITY TERMS

A variety of terms have become associated with gender equity. This section lists and defines many of those terms.

I want to be a nurse; not a "male" nurse.

Student nurse



Project to Achieve Gender Equity

GENDER EQUITY TERMS

Sex Equity / Gender Equity - the equal treatment of men and women; freedom from discrimination, bias or stereotyping based on gender; efforts made to overcome sex bias, sex discrimination and sex role stereotyping for men or women. (The two terms are used interchangeably.)

Sex Discrimination - refers to the unequal treatment of either females or males based on sex as carried out by an individual or an institution; sexist practices, policies or procedures that are specifically prohibited by law. Discrimination is overt and covert.

Overt Discrimination - specifically excludes one sex or specifies different treatment or benefits based on sex. Some examples are:

a) different standards of conduct for males and females.

b) classes composed of a single sex.

Covert Discrimination - any procedure or policy which appears to be fair but discriminates unintentionally against one sex. Two examples are:

a) admitting only young students to college, thereby disqualifying older students who tend to be women.

b) providing training but not actively developing placement opportunities for students enrolled in nontraditional programs for their sex.

Sex Bias - an arbitrary attitude which favors one sex over and above the other. Specific support or preference for the sex is often evident in literature, television shows, advertising and educational materials.

Sex Stereotypes - judgements or opinions about the nature and roles of males and females. Traditional sex stereotypes depict all females as dependent, noncompetitive, sexually provocative and homemakers. From this point of view female students are characterized as preoccupied with personal appearance, marriage and homemaking as opposed to academic and career considerations.

On the other hand traditional sex stereotypes depict males as independent, aggressive, athletic, and heads of household. In the education process, males are assumed exceptional in math, science, vocational education subjects and sports.

Many males and females of course do not fit into these categories. For this reason it is unfair and inaccurate to stereotype according to sex.

Feminist - any person (man or woman) who believes that women should have political, economic and social rights equal to those of men.

Gender Balanced - literature, audio visual material programs, publicity institutions, and curricula policies which treat and represent men and women equally and portray them in a non-stereotypic manner.

Sex Fair - practices and behaviors which treat females and males similarly; may imply separate but equal.

Nontraditional Student - any student who is enrolled in a course or program in which members of the opposite sex number over 80% of the enrollment.

Gender-Free Language - terms which eliminate the use of male and female nouns and pronouns when referring to groups which include representatives of both sexes.

Sexism - any attitude or action that subordinates a person or group because of their sex. Sexism can be individual, cultural or institutional; intentional or unintentional. There can also be sexism by omission. Either sex can be the victim of sexism.

Sex Affirmative - programs, policies or individual actions that attempt to overcome the effects of sex discrimination.

Affirmative Action - programs designed to increase opportunities for women, minorities and under-represented groups.

Sex Imbalanced - those classes, programs or departments in which there is less than 20 percent of one sex enrolled.

Expanded - when a policy, program, curriculum, individual materials or institution portrays both males and females as free to embrace roles which have traditionally been prescribed to one sex; when males and females are seen facing common decisions, common options and common activities; when males are sensitive, nurturing and supportive and females are active, intelligent decision-makers or leaders; when males and females are partners in family life, sharing in child care and household chores, working as equals or co-workers in all professions; when males and females in school are seen as caring individuals, able in all areas of studies, career preparation, athletics and activities.

3 COORDINATOR'S ROLE

This section is divided into two parts. The first is a compliance time line for the campus based on guidelines from the State Chancellor's Office. The second is a list of suggested activities for Sex Equity Coordinators.

The response I get from patients, especially the kids, is very interesting. They all think I'm the doctor. I respect my role as a nurse and I don't want the responsibilities of the doctor. My confidence was built up through time, work, and knowing what the job involves.

Registered nurse

SEX EQUITY COORDINATOR'S ROLE

This section is divided into two parts. The first outlines the responsibilities of the sex equity coordinator as defined by the Chancellor's Office, California Community Colleges via community colleges Plan to Achieve Gender Equity (CC-PAGE). These activities are to be carried out in the designated time periods from Spring 1980 to Spring 1981 so that each campus will be in compliance with Office for Civil Rights Guidelines. Sex equity coordinators are responsible for seeing to it that these activities are carried out on their campus--not necessarily completing each activity by themselves. Assistance can be sought from pertinent college administrators, faculty, and staff members where appropriate. In addition, technical assistance is available to each college from the Vocational Education Equity Project (VEEP) Coordinator, Susan Miller, and CC-PAGE area Consultant, Carol Rockstool.

The second part of this section is a list of activities in which Sex Equity Coordinators may want to engage. They are by no means mandatory. They are included primarily to show the type of work being done by other Sex Equity Coordinators.

I. RESPONSIBILITIES--DOCUMENT ALL ACTIVITIES, WHO ATTENDS, ETC. FOR FUTURE REPORTING

Summer 1980

(June/July) 1. Meets with sex equity consultants to discuss District needs assessment.

(July) 2. Identify four imbalanced (less than 20% of one sex enrolled) programs within vocational/ occupational departments.

-check existing data (VEA-48, Campus Self Assessment, Vocational Education Civil Rights Survey) or other information available from institutional researcher.

(July) 3. Complete Campus Self Assessment. Send original to CC-PAGE Area Consultant, Carol Rookstool and a copy to Dr. Allen at the District office.

Fall Semester 1980

(Aug./Sept.) 4. Distribute gender equity brochures and display gender equity posters on/off campus.

(Sept.) 5. Attend State Gender Equity Workshop.

(Sept.) 6. Meet with campus administrators, VEEP Coordinator and CC-PAGE Area Consultant to discuss District needs and proposed plans for 1980-81.

(Sept.) 7. Identify imbalanced courses within four previously identified programs (#2).

-meet with Department Chairpeople.

-document the percentage of males and females in imbalanced classes for 1979-80 academic year. Handcount from class rosters if existing data is incomplete.

-keep course sequencing in mind (i.e., Electronics 2 is a pre-occupational course; Electronics 4 is the first in the certificate sequence of classes).

-choose courses to focus on that are offered both semesters so that changes in enrollment can be tracked during the year.

-introductory courses are good places to start to increase enrollments via recruitment and retention.

(Oct.) 8. Work/meet with appropriate faculty and staff to develop a retention plan for students in courses that are non-traditional for their sex.

-identify barriers for course completion.

-develop strategies for overcoming barriers.

-document plan on CC-PAGE forms.

(Oct./June) 9. Implement retention plan.

(Oct./Nov.) 10. Document enrollment figures for identified imbalanced courses (#7) from class rosters at census week.

(Nov.) 11. Work/meet with appropriate faculty and staff to develop a recruitment plan to increase enrollments in imbalanced courses.

-identify potential students.

-identify barriers to enrollment.

-develop strategies to overcome barriers.

-emphasize that this is a college problem; all must work together.

-it can be done.

-faculty have good things to offer; the goal is to share these things with widest possible audience.

-document plan on CC-PAGE forms.

(Dec./Jan.) 12. Implement recruitment plan for Spring semester.

(Dec./Nov.) 13. Review college catalog, class schedules, recruitment materials, curricula outlines, teaching materials, faculty and administration policies and practices, etc. to identify sex bias, discrimination and stereotyping in language or illustrations (see Chapters 6 and 8 for evaluation tools). Bring any discrimination to the attention of the appropriate administrator and CC-PAGE Consultant and document for future use (Self Assessment Form).

(Jan.) 14. Work/meet with appropriate faculty and staff to develop a placement plan for graduating students in programs that are nontraditional for their sex.

-identify student needs.

-provide services to meet needs.

Spring Semester 1981

(Feb.) 15. Document completion figures for identified imbalanced courses (#6) from class grade sheets.

(Feb.) 16. Meet with appropriate faculty and staff to evaluate retention strategies for Fall semester. Revise if necessary. Document plan on CC-PAGE forms.

(Feb./June) 17. Implement (revised) retention plan.

(March) 18. Document enrollment figures for identified imbalanced courses (#7) from class rosters at census week.

(March) 19. Meet with appropriate faculty and staff to evaluate recruitment strategies for Spring semester. Revise if necessary. Document on CC-PAGE forms.

(April/June) 20. Implement placement plan.

(May/June) 21. Prepare information for and complete state and federal reporting forms (see Chapter 4)

(June) 22. Document completion figures for identified imbalanced courses (#7) from class grade sheets.

Summer 1981

(July/Aug.) 23. Review s[illegible]ssessment and plan for academic year 19[illegible]-82.

(July/Aug.) 24. Develop at least one activity which will acquaint students, community members and employers with the program opportunities available for students in programs that are nontraditional for their sex offered at the college.

(July/Aug.) 25. Review proof sheets for class schedules and catalogs for sex bias, discrimination, and stereotyping.

(July/Aug.) 26. Identify four imbalanced programs (may be the same as in #2 or different).

Fall Semester 1981

27. Repeat steps 4--25.

II. SEX EQUITY ACTIVITIES

1. Work with library staff to review prospective purchases for sex bias, discrimination and stereotyping.

2. Work with library staff to develop gender equity display.

3. Provide a list of gender equity reference books to library staff to be considered for future purchases.

4. Work with instructional media center (audio-visual) to review prospective purchases for sex bias, discrimation and stereotyping.

5. Provide a list of gender equity audio-visual materials to media center staff to be considered for future purchases.

6. Develop a list of gender equity reference books, films, tapes, etc. on campus for use by students, faculty and staff. Publish and distribute the list to appropriate people.

7. Conduct a survey of sex stereotyped attitudes on campus. Consider working with the Institutional Researcher and/or sociology or psychology classes.

8. Work with the Dean of Instruction to review all courses for prerequisites to make sure they are not arbitrarily assigned to screen out either male or female students.

9. Speak to vocational department advisory committees about the college's goals for gender equity, especially for identified imbalanced programs. Get their ideas for recruitment and placement of students in programs/fields that are nontraditional for their sex. Is their committee gender balanced?

10. Speak to community agencies about gender equity goals. Set up referral process for students interested in courses/programs that are nontraditional for their sex.

11. Speak to classes about gender equity goals, sex bias, sex stereotyping and discrimination.

12. Set up a buddy/mentor system between new and continuing students in courses that are nontraditional for their sex.

13. Work with Title IX Officer and Special Services Facilitator (handicapped) in checking out vocational facilities for equal access.

14. Conduct or bring in a consultant to provide inservice training about gender equity to faculty, staff, students and community members.

15. Set up an information clearinghouse on gender equity resource materials for use by students, faculty and staff.

16. Set up and coordinate a campus gender equity advisory committee made up of faculty, staff and students.

17. Get on the mailing lists of community organizations that are interested in gender equity issues and activities.

18. Work with Affirmative Action Officer in monitoring the selection processes for vocational faculty and staff.

19. Publish a campus gender equity newsletter.

20. Work with Director of Placement and Institutional Researcher to develop follow-up studies of graduates from programs that are nontraditional for their sex.

21. Develop a gender equity support network at the college. Don't forget to include interested clerical staff members.

22. Introduce yourself and explain the gender equity goals to the telephone operator, information desk staff and mailroom personnel.

23. Work with math department to develop math anxiety workshops.

24. Conduct or bring in a consultant to provide inservice training about gender equity to peer tutors, counselors and EOPS staffs.

25. Use campus graphic artist for publicity materials.

26. Use faculty bulletin and student newspaper to publicize gender equity goals and activities.

27. Call gender equity counterparts in other colleges for ideas and support.

28. Keep CC-PAGE Consultant informed of great ideas, successes and problems.

4 FORMS

Included in this section are examples of completed state and federal gender equity forms and descriptions of how the material can or will be used.

Success in a nontraditional job is a combination of assertion and talent. The hardest part is fighting self-doubts.

Woodcarver

GE

Project to Achieve Gender Equity

FORMS

Included in this section are examples of state and federal forms related to gender equity. To be in compliance every college will be responsible for the completion of the following:

1. Community Colleges Plan to Achieve Gender Equity (CC-PAGE) Priority and Planning Sheets for Gender Equity
2. Guidelines for Assessing Compliance by Each Secondary School/College Regarding the Elimination of Sex Bias, Sex Stereotyping and Discrimination (generally referred to as Gender Equity Self Assessment)
3. Program Administrative Review (PAR)
4. Number of Personnel in Vocational Education (VEA-47)
5. Enrollments in Vocational Education Programs/Services (VEA-46)
6. Vocational Education Civil Rights Survey. School/Institution Report
- * 7 Community College Occupational Program Evaluation System (COPES) College Self-Appraisal of Program to Achieve Sex Equity (* optional)

Some forms will be completed by the Sex Equity Coordinator with assistance of other college personnel. In other cases the Sex Equity Coordinator will assist an administrator designated by the President in completing the form.

It is also suggested the Sex Equity Coordinators become familiar with Title IX documents which are on file with the Affirmative Action Officer on campus.

Care needs to be taken in filling out all state and federal reports. The Office for Civil Rights is one of the most responsive government agencies. They have mandated legal time limits for

responding to compliance laws. Consequently, state and local education agencies are particularly interested in bringing compliance reviews as close as possible to their requirements. Five percent of all campuses in California will be visited by monitoring teams made up of state staff and other professional experts. By law, individuals can go directly to the Office for Civil Rights to file complaints. Moreover, these complaints have been and will continue to be responded to by OCR.

1. Community Colleges Plan to Achieve Gender Equity--Priority and Planning Sheets for Gender Equity

When instructional programs that need improvement have been identified and ordered by priority for vocational departments/ divisions, these sheets are to be completed by the Sex Equity Coordinator to document the planning stages--objectives, proposed action, people responsible, timeline, etc. They also can be used as a yardstick to measure the amount of progress the college has made each year in reaching their sex equity goals.

B

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
COMMUNITY COLLEGES PLAN TO ACHIEVE GENDER EQUITY

Priority Sheet for Gender Equity

College COLLEGE Division _____ Vocational Education Program/Department Electronics Date April 1980

Identified Sex Equity Problem	Order of Priority
Women are underrepresented in introductory and in advanced level electronics classes.	1. Entry level electronics classes 2. Advanced level electronics classes

26

30

31

C

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
COMMUNITY COLLEGES PLAN TO ACHIEVE GENDER EQUITY

Planning Sheet for Gender Equity

College _____ Division _____ Vocational Education Program/Department Electronics Date April 1980

Identified Sex Equity Problem	Objective	Proposed Action	Persons Responsible	Timeline for Action	Status as of Oct. 1, 1980	Comments on Future Activity
1. Women are underrepresented in introductory electronics classes.	1.1 Increase enrollment of female students by 10% by Fall 1980	Contact counselors with current wage and job information.		August 1980		
	1.2 Increase enrollment of female students by 15% by Spring 81.	Distribute SEEK flyers to local employers and distribute in counseling and registration areas.	Mr. Ms.	August 1980		
		Visit local high schools and talk to students.		Fall 1980		
2. Women are underrepresented in advanced electronics classes	2.1 Increase enrollment of female students by 10% by Fall 1980	Develop a referral plan with six local personnel offices.	Mr. Dr.	August 1980	Not applicable.	
	2.2 Increase enrollment of advanced level females by 10% by Spring 1981.	Establish a scholarship program with the College Associates.	Mr. Mr.	May 1980		Efforts will be made to make this an annual award.
		Provide brief career and transfer information in each class.	Each instructor	Begin Fall 1980		Continue each semester.
		Graduate profiles will be sent to local newspapers.	and an instructor t.b.a.			

2. Guidelines for Assessing Compliance by Each Secondary School/ College Regarding the Elimination of Sex Bias, Sex Stereotyping and Discrimination (Gender Equity Self Assessment)

This state form must be completed each June by every school receiving federal vocational education funds. Its purpose is to 1) develop baseline data for the elimination of sex bias and sex stereotyping in programs related to vocational education and 2) to assist local educational agencies in complying with vocational education laws.

Refer to the Instructions for Interpreting Statements in Guideline for Assessing Compliance by Each Secondary School/ College Regarding the Elimination of Sex Bias, Sex Stereotyping and Discrimination when filling out the form. Be realistic in the assessment of policies and program. However, don't be afraid to indicate when outside assistance is needed. State consultants have been hired to help. Use them.

Your CDS code can be found in the California Public School Directory. Check the column most applicable to each item. Check "NA" only when your college is not large enough to support a specific program or activity.

On a separate sheet(s) of paper describe any identified deficiencies and the person responsible for actions to correct them. Identify specific needs that can be met by assistance from state staff. Number each supporting statement to correspond with the number of the subheading and item.

Instructions for Interpreting Statements in Guidelines for Assessing Compliance by Each Secondary School/College Regarding Elimination of Sex Bias, Sex Stereotyping, and Sex Discrimination (Gender Equity Self-Assessment)

I. Organization and Administration

The college can judge their response satisfactory if:

1. policy directives and guidelines that ensure equal access to colleges on the basis of sex have been disseminated to all staff and all students in Community Colleges. Distribution to parents is not applicable for Community Colleges.

2. there is documented evidence that questionnaires have been received from persons described and a plan of activities (special courses and sex affirmative materials) to meet needs has been developed. Such persons have received supplemental educational and placement services according to records.

3. there is written evidence representing input from 50% of the staff, and 20% of the students identifying barriers to equal access and instances of bias and stereotyping with suggestions for their elimination.

4. curricular and programmatic changes have been made, including adding support services. Each program is identified in the catalog as being available to females and males. Written evidence that enrollments have been studied and recruitment plans to ensure females and males entering and completing courses/programs nontraditional to their sex have been implemented to achieve equity balance.

5. there is written evidence indicating sex equity representation on all Advisory Committees and minutes of meetings indicating committee members are being made aware of student needs. Evidence that Advisory Committee representation reflects the percentage of racial and ethnic minorities indicated by census data for the region served by the school.

6. information on grievance procedures has been disseminated to all students and all employees in occupational education. Dissemination to parents not applicable to Community Colleges.

7. the Title IX self-evaluation has been completed and is on file at the college/district level and on file at the

appropriate state agencies. A person has been designated and has been given support resources for implementation of Title IX activities.

II. Staffing and Staff Development

The college response is satisfactory if:

8. evidence indicates at least one representative from each major instructional area of occupational education and the counseling and placement staff has participated in workshops, etc. related to sex fairness.

9. top priority action is given by evidence of equity representation on screening committees; a review of all job descriptions indicates they are clearly open, and hiring practices have placed women instructors in occupational programs traditionally enrolling mostly males.

10. a survey of employment data indicates equal numbers of men and women in occupational education instruction, guidance and administration or there is a written recruitment plan coupled with Board policies to achieve equity.

III. Instruction

The college response is satisfactory if:

11. (a) a survey of membership rosters in student organizations indicates equal representation or there is a written plan and minutes ratifying the plan to recruit an equal number of females and males; all brochures, posters, public announcements indicate an equal access organization.

(b) meeting minutes indicate a yearly review of all materials by a standing committee to determine they are free of sex bias.

12. the catalog and other program publications indicate each program is open to both males and females. A review of all program/course prerequisites determines they are bias free; or all prerequisites are eliminated.

13. a review of occupational education curriculum indicates it is void of sexism in working, pictures, class requirements that result in differential treatment. Testing materials must be void of performance and behavior differentials. Counseling materials must reveal that equal treatment is given to males and females. There is an effort to overcome past discrimination by offering special counseling programs and support services for women and special courses to help males (examples would be: males enroll in home maintenance skills and females enroll in apprenticeship programs).

14. there is a written action plan that identifies the barriers and provides activities for reducing the discrepancy in the number of females to males in all courses identified in the industrial education programs.

15. there are assurances on file that each employer provides equal opportunity employment. There is written evidence the college has developed and implemented a monitoring system for determining the effectiveness of men and women in nontraditional work experience and apprenticeship locations.

16. (a) notification that assignments can not be made on the basis of sex has been given to all employers, unions and students involved in work experience and/or cooperative work experience.

(b) 75% of the females enrolled in nontraditional (such as automotive or construction) courses have the opportunity to observe on-the-job experiences. 75% of the females enrolled in nontraditional programs and 75% males in nontraditional (such as nursing or secretarial) programs have work experience placements before they complete the program.

17. (a) the Community Colleges have specially designed exploratory experience as part of the regular career program or the support services for women. Women enrolled in nontraditional courses need the opportunity to visit job sites and have first-hand information from employees concerning the problems they may incur and possible solutions.

(b) special courses or special designated units of existing courses are offered to both males and females on careers (entry, placement, salary, upward mobility, problems) in nontraditional occupations.

18. all curriculum, facilities and environment of consumer/home economics programs are designed to encourage males to enroll. There is faculty leadership committed to, and articulating goals for, change in education sexist practices and attitudes to other faculty within the institution.

19. (a) there is evidence that the consumer homemaking curriculum materials (texts, tests, lectures, tapes, films) recognize and reinforce efforts to eliminate sex discrimination;

(b) lesson plans and materials include updated pictures and documentation of females in the work world and males assuming homemaking roles.

IV. The college response is satisfactory if:

20. the guidance and counseling program includes supplementary materials that increase student awareness of sex bias; for example, bibliographies, TV, and other media programs which present sex affirmative messages. Counseling materials and autobiographical questionnaires help students analyze and clarify their personal feelings, values related to sex and how to come to grips with their reactions.

21. administration has provided leadership, personnel, and financial resources for development of support services for women, which include special classes, a center for non-sexist materials, and other programmatic efforts which address sexism in education.

22. all faculty and students have received information concerning day care services available both on and off campus. If no day care services exist at the campus, there has been leadership assigned to take positive steps to secure funding and develop a campus day care services program.

23. documents detailing all enrollment in courses, completion data, and placement data by sex are available for review.

24. (a) all descriptive materials relating to career counseling and testing in career centers have been reviewed for sex fairness.

    (b) materials have been modified and classed as sex fair or eliminated. There is a plan for perpetual review of incoming materials.

25. career centers or satellite libraries or main libraries offer audio-visual and written materials in languages other than English. These materials are reviewed and modified to encourage minorities to broaden their occupational aspirations. A plan provides for continuing review of incoming materials.

V. Relationship with Public & Professional Organizations

The college response is satisfactory if:

26. There is a system for the identification and recognition of programs in education policies, programs and practices concerning relationship with public and professional organizations (such as the County Commission on the Status of Women, groups interested in women in apprenticeship). Evidence of meetings establishes cooperation with such agencies to make them aware of sex fairness. There has been some type of incentive (honor for citizens, release time for faculty) for persons to make efforts toward elimination of sex bias and promote sex affirmative programs.

OS CODE

1	2	3	4	5	6	7	8	9	1	2	3	4	5

DISTRICT _____ COLLEGE/SCHOOL COMMUNITY COLLEGE

S 2	NI 3	TA 4	D 5		Reference:
				I. ORGANIZATION AND ADMINISTRATION	
		X		1. The policy directives and guidelines regarding the elimination of sex bias, sex stereotyping and sex discrimination in occupational/vocational education are in writing and disseminated to (a) staff, (b) to students, and (c) parents.	State Plan Goals #4 Title IX
	X			2. The needs of all persons described in Section 120 (b)(1)(L) of the Act (homemakers, because of dissolution of marriage, seeking employment; single heads of households, persons in traditional jobs who wish to be considered for non-traditional jobs), including needs for placement services and special courses on how to seek employment, have been assessed.	State Plan 3.14.2 N Federal Regs. 104.602 (b)
		X		3. Barriers to equal access have been identified. Staff and students have been asked to submit information on instances of sex bias and stereotyping in vocational education policies, practices and materials and make suggestions for their elimination.	State Plan 3.14.2 3.A
		X		4. Each occupational course/program is available to (a) females and males and (b) any imbalance in enrollments is studied in order to achieve equity.	State Plan 3.14.1 Goals #3 Title IX 3.14.2B
	X			5. The local Advisory Committee includes representative number of women and men who are (a) sensitive to the needs of all students regardless of sex, and (b) appropriate representation of the racial and ethnic minorities found in the program areas, schools, or region it serves is assured.	Federal Regs. Oct. 3, 1977 104.11(d) State Plan 3.14.2
X				6. Information on grievance procedures has been disseminated to (a) parents, (b) men and women students, and (c) employees in vocational education.	Federal Regs. 104.75
X				7. The self-evaluation required by Title IX has been filed and the person responsible for Title IX implementation has been designated.	Federal Regs. 104.75
				II. STAFFING AND STAFF DEVELOPMENT	
		X		8. Staff has participated in activities such as workshops, inservice programs and conferences to assist them in identifying and correcting sex bias, stereotyping and discrimination.	State Plan 3.14.2 3.M

KEY: NA - Not Applicable
S - Satisfactory
NI - Needs Improvement
TA - Technical Assistance Requested
D - Anticipated Date for Improvement

OS CODE

1	2	3	4	5	6	7	8	9	1	2	3	4	5

DISTRICT _____ COLLEGE/SCHOOL COMMUNITY COLLEGE

S 2	NI 3	TA 4	D 5		Reference:
X				9. Top priority action is being given to the increase of the number of women instructors hired for vocational education training programs which traditionally enroll mostly males, so as to provide supportive examples for women who are preparing for jobs in these nontraditional areas of employment.	Federal Regs 104.503 State Plan 3.14.1 Goals #5 & 6
X				10. A recruiting program for equal representation of men and women in vocational education (a) instruction, (b) guidance, and (c) administration has been implemented.	State Plan 3.14.2 3.L
				III. INSTRUCTION	
X				11. (a) Both females and males have equal access to each occupational student organization sponsored by the school, and (b) instructional materials used by such organizations are free of sex bias.	Title IX Federal Regs. 104.513
X				12. Requirements for entry into specific vocational courses do not include prerequisites that are related to gender.	State Plan 3.14.2 3.R
		X		13. Vocational (a) curriculum, (b) testing, and (c) counseling materials are free of sexism.	State Plan 3.14.2C
	X			14. Instruction of all courses related to or identified as industrial arts have implemented action plans for reducing the traditional sex stereotyping practices that have contributed to higher enrollment of males.	Federal Regs. 104.592
		X		15. Cooperative arrangements between the local educational agency and employers of work experience, cooperative vocational education, and apprenticeship students are made only with employers who do not discriminate on the basis of sex.	Title IX State Plan 3.14.2 3.Q
X				16. (a) It is assured that cooperative work experience and/or work study opportunities are not assigned on the basis of sex, and (b) at least 75 percent of students enrolled in nontraditional programs are placed in work experience activities.	State Plan 3.14.2 3.H Federal Regs. 104.521
	X			17. (a) Exploratory work experience activities that show promise in recruitment of men and women into nontraditional occupations have been implemented, and (b) other programs are being implemented to place men & women into nontraditional occupations.	State Plan 3.14.2 3.I Federal Regs. 104.521

KEY: NA - Not Applicable
S - Satisfactory
NI - Needs Improvement
TA - Technical Assistance Requested
D - Anticipated Date for Improvement

CDS CODE

1	2	3	4	5	6	7	8	9	1	2	3	4	5

DISTRICT _____ COLLEGE/SCHOOL COMMUNITY COLLEGE

S 2	NI 3	TA 4	D 5		Reference:
	X			18. Instruction of all courses related to or identified as consumer and homemaking education encourage participation of both males and females to prepare for combining the role of homemaker and wage earner.	Federal Regs. 104.904
		X		19. (a) Consumer homemaking curriculum materials reflect the increased numbers of women working outside the home; and (b) the increased number of men assuming homemaking responsibilities.	Federal Regs. 104.904
				IV. GUIDANCE AND COUNSELING	
	X			20. Guidance and counseling is provided to students to encourage them to consider all programs of study and make choices based on interest and talents rather than their sex.	Federal Regs. 104.602(a) State Plan 3.14.2 3.E
		X		21. Support services for women who enter or are interested in enrolling in programs designed to prepare individuals for employment in jobs which have been traditionally limited to men have been implemented. These services may include counseling as to the nature of such programs and the difficulties which may be encountered by women in such programs; job development, and job follow-up services.	State Plan 3.14.2 3 E & F Federal Regs. 104.602(b)
X				22. (a) Information has been disseminated to faculty on available day care services; and (b) this information has also been disseminated to students.	State Plan 3.14.2 3.P
X				23. (a) A placement program to place at least 50 percent of the men and; (b) 50% of the women who complete training for nontraditional occupations has been implemented.	State Plan 3.14.2 3.G
X				24. All materials in the career centers have been reviewed for (a) sex equity; and (b) materials are free of sex and racial bias.	State Plan 3.14.2
X				25. Culturally based materials that encourage minority youths to broaden their occupational aspirations regardless of sex are used in career centers and other places.	State Plan 3.14.2 3.K

KEY: NA - Not Applicable
S - Satisfactory
NI - Needs Improvement
TA - Technical Assistance Requested
D - Anticipated Date for Improvement

CDS CODE

1	2	3	4	5	6	7	8	9	1	2	3	4	5

DISTRICT _____ COLLEGE/SCHOOL COMMUNITY COLLEGE

S 2	NI 3	TA 4	D 5		Reference:
				V. RELATIONSHIP WITH PUBLIC AND PROFESSIONAL ORGANIZATIONS	
X				26. Organizations, agencies, educational institutions, projects and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into nontraditional occupations, especially women into the apprenticeable trades have been identified. Cooperation with these agencies has been initiated.	State Plan 3.14.2 3.0

KEY: NA - Not Applicable
S - Satisfactory
NI - Needs Improvement
TA - Technical Assistance Requested
D - Anticipated Date for Improvement

Supporting Statements

It is desired that you substantiate your responses to the self-study. Also, identify any deficiencies you have identified and person responsible for actions you wish to implement to correct those deficiencies. Identify specific needs that can be met by assistance from State Staff.

Please number each supporting statement to correspond with the number of the subheading and item.

1. TA _____, Director of Personnel; _____, Dean of Student Support Services

   There are policies and directories in Affirmative Action Policy regarding elimination of sex-bias sex stereotyping and sex discrimination in Occupational/Vocational Education. However, technical assistance is requested to update this material and suggested distribution processes.

2. NI _____, Associate Dean of Allied Health; _____, Career Center Supervisor

   The Career Development Center in conjunction with the Career Planning Center, Inc., has conducted a one-year project to assist people who meet the state guidelines for displaced homemakers. The program was titled Re-Entry Student Program to encourage males to participate. A limited needs assessment has been done indicating the need for a special course for those seeking employment.

3. TA _____, Associate Dean of Business, Trade and Industry;

   Several barriers to equal access were identified through interviews with faculty and students and a workshop conducted by the Community College Plan to Achieve Gender Equity (CC-PAGE) 1980.

4. TA

   Under CC-PAGE enrollments were checked for imbalances. Four areas were identified for immediate study: Automotive, Secretarial, Engineering, and Word Processing.

5. NI

   The make up of all advisory committees at the College are representative of the community. Efforts to ensure that individual differences are taken into account when selecting committee members. There is a female member on each committee, with the exception of Engineering.

Supporting Statements

6. S

The 1979-80 college catalogue currently lists information regarding grievances under several headings, "Due Process Procedures for Students" "Disciplinary Review Board," Appeal from Disciplinary Review Board," and "Petitions Committee." A student handbook has been used to also distribute this information.

7. S

The President/Superintendent of the College has selected to serve as Gender Equity Coordinator with responsibility for submitting all related materials. The self evaluation is filed.

8. TA

The CC-PAGE workshop was held on May 22 with faculty, administration and student representation. Follow-up conferences were held with instructors and a Community College graduate in the identified programs (#4). Additional presentations were initiated with counselors and the Academic Senate.

9. S

The Affirmative Action Policy indicates the increase of women hired as instructors in vocational education is a top priority. It is also requested that the publication of open positions indicate that all qualified people are encouraged to apply.

10. S

The District is continually revising its recruitment program to achieve equal representation of men and women in vocational education.

11. S _____, Instructor Business Education and Co-sponsor-Phi Beta Lambda

There is unrestricted access to occupational student organizations and the materials used are free of sex bias.

12. S

All course prerequisites are skill related not gender related.

Supporting Statements

13. TA

All curriculum, testing and counseling materials should be processed through an on-going screening process. Technical assistance is requested to set up guidelines.

14. NI

It appears that sex stereotyping in industrial arts still exists however, women are currently enrolled in printing, electronics and automotive courses. Future class schedules will state "Women are encouraged to enroll."

15. TA

The current work experience agreement can be revised to request this assurance from all participating employers.

16. S

All student workers (College Work Study, District, and Summer Youth Employment Program) are offered the placement based on the personal skills and preference of each student. Item (b) is not applicable.

17. NI

Opportunities for offering non-traditional work experiences are always being sought by the staff of the Career Development Center.

18. NI

In all of the announcements and recruitment for courses in home-making, we emphasize the participation of both sexes, with special emphasis placed on the sex which is underrepresented in the specific educational area.

19. TA

There have been no recent efforts to change the curriculum materials to reflect current social changes in this area.

20. NI _____, Interim Associate Dean of Guidance and Records

Counselors in individual and group sessions have assisted women in consideration and entry into programs related to a student's interests and talents. No concentrated or formal plans for sex equity have been developed.

Supporting Statements

21. TA

Individual counselors continue to advise students regarding difficulties associated with objectives traditionally limited to men. Women students have been enrolled into Auto Mechanics and Auto Body Repair; men have been enrolled into Nursing programs. Technical assistance is requested to improve the counseling support services.

22. S _____, Associate Dean of Student Life

At the beginning of each semester, faculty members are advised of the availability of services and the hours of operation in the Child Care Center. During registration, students are advised of the program and the services offered. As a result, the Child Care Center operates at maximum capacity each semester. The high utilization of the Center and the growing need for additional space and services has resulted in the building of a new facility due to be opened in September, 1980.

23. S

Services available through both the Career Development Center and Faculty contacts insure the placement of all non-traditional students meeting program qualifications.

24. S

All materials used by the Career Development Center are reviewed for sex equity and freedom from gender and racial bias.

25. S

Replacement materials are selected with a preference toward culturally balanced presentations. This includes those that provide a bilingual and/or bicultural format.

26. S

The Career Development Center and the vocational education department have maintained on-going contacts with all groups involved in providing educational training and those working to improve the gender and minority balance in education programs.

Individuals Responsible for Replies to Questionnaire

1. _____ , Personnel; _____ , Student Support Services
2. _____ , Allied Health; _____, Career Center
3. _____ , Business, Trade and Industry; _____ , Career Center
4. _____ , Career Center
5. _____ , Business, Trade and Industry
6. _____ , Career Center
7. _____ , Career Center
8. _____ , Business, Trade and Industry; _____ , Career Center
9. _____ , Business, Trade and Industry; _____ , Personnel
10. _____ , Personnel
11. _____ , Business Education
12. _____ , Business Education
13. _____ , Business, Trade and Industry; _____ , Career Center
14. _____ , Business, Trade and Industry
15. _____ , Business, Trade and Industry
16. _____ , Career Center
17. _____ , Career Center
18. _____ , Allied Health
19. _____ , Allied Health
20. _____ , Counseling
21. _____ , Counseling
22. _____ , Student Life
23. _____ , Career Center
24. _____ , Career Center
25. _____ , Career Center
26. _____ , Business, Trade and Industry
27. _____ , Business, Trade and Industry

3. Program Administrative Review (PAR)

PAR is a checklist to assist in the monitoring of educational programs and selected services in all California Community Colleges. It is designed to provide information and guidance to college personnel to insure compliance with laws, regulations and policies governing education in community colleges. Sex Equity Coordinators will probably serve on or aid the committee appointed by the President to conduct the review.

PROGRAM ADMINISTRATIVE REVIEW
1980

Area: OCCUPATIONAL EDUCATION ADMINISTRATION

College: _____

AUTHORITY	COMPLIANCE FACTOR	RESPONSE Yes	RESPONSE No	COMMENTS
PL 94-482, 95-40 Fed Reg Oct. 3, 1977 State of Calif. State Plan 3.6, 3.6.1, 1.9.25, 3.8	1. Does LEA (CC District) maintain an accountability file for programs under all subparts of the Voc. Ed. Act? The file should identify college and site locations and be maintained for 5 years.		✓	5
	Does the accountability file include: a. Copies of all applications, including corrections, revisions, extensions or augmentations?			
	b. Copies of all statistical and fiscal forms and reports, including corrections and revisions with related back-up data?			
	c. Copies of all accountability and evaluation reports related to educational courses and programs including the Annual COPES reports submitted to the Chancellor's Office?			
T5 59023	d. Copies of all equipment inventories including location, use, disposal, and replacement records?			
State Plan 3.8, 3.5.4	e. Lists of representatives of educational and training resources for all vocational education programs, including certification of advisory committee participation by the committee chairperson.			
State Plan 1.3.19, 3.8 and 3.5.4	f. Lists of advisory committee members comprised of representatives of business, industry and labor with appropriate representation of both sexes and minorities found in programs, schools, community or region served?			
State Plan 3.7 EC 8090-8093	g. Contracts for "vocational education under contract", including instruction to be provided, standards and requirements set forth in Education Code and State Plan?			
State Plan 3.4.2.5	h. Is there documentation which identifies methods used to identify an Economically Depressed Area for consumer homemaking programs?			
	i. Documentation to identify students and funds utilized for programs and services provided under funding priorities for:			
State Plan 3.14	(1) Sex Bias			

PROGRAM ADMINISTRATIVE REVIEW
1980

Area: OCCUPATIONAL EDUCATION ADMINISTRATION

College: _____

AUTHORITY	COMPLIANCE FACTOR	RESPONSE Yes	RESPONSE No	COMMENTS
State Plan 3.16	(2) Displaced Homemaker and Other Special Groups			
State Plan 3.22	(3) Cooperative Education			
State Plan 3.4.1.11	(4) Work Study			
State Plan 3.15	(5) Support Services for Women			
State Plan 3.17	(6) Day Care Service			
State Plan 3.2	2. Do the college records indicate that provisions have been made for participation of students enrolled in non-profit private schools:			
State Plan 3.3.11	a. Cooperative vocational education programs, utilizing Subpart 2 funds?			
State Plan 3.3.3.2	b. Vocational programs/services utilizing Subpart 4 funds?			
State Plan 3.6.3	3. a. Do college records of expenditures of all parts of the Vocational Education Act provide a clear audit trail?			
	b. Are copies of all audit reports both general and specific relating to educational programs on file?			
State Plan 3.4.2.3	4. Does the college maintain individual student records of the participants being served with VEA federal and/or non-federal matching funds which support services to disadvantaged students?			
	Do these records:			
	a. Identify the category of disadvantage (i.e., academic or economic) that prevents the student from succeeding in vocational education without the special program/service?			
	b. Identify the student as enrolled in a Voc. Ed. program or meeting prerequisites for enrollment?			
	c. Contain prescriptive treatment recommended to aid the student in overcoming the identified category of disadvantage?			
	d. Show the prescriptive treatment matches the services being provided to the disadvantaged student?			
	e. Include progress reports for measuring the effectiveness of the program/services for the individual?			

PROGRAM ADMINISTRATIVE REVIEW
1980

Area: OCCUPATIONAL EDUCATION ADMINISTRATION

College: _____

AUTHORITY	COMPLIANCE FACTOR	RESPONSE Yes	RESPONSE No	COMMENTS
State Plan 3.4.2.1	5. Does the college maintain individual student records for each participant being served with VEA federal and/or non-federal matching funds which support services to students with handicaps?			
	Do these records:			
	a. Identify the student enrollment in a vocational program?			
	b. Identify the type of handicap that prevents the student from succeeding in vocational education without the special program/service?			
	c. Describe the specific services needed by the student in order to succeed in the Voc. Ed. program?			
	d. Demonstrate that the program/service which the handicapped student is offered matches the prescriptive treatment?			
	e. Include program reports for measuring the effectiveness of the program/service for the individual?			
State Plan 3.4.2.3	6. Does the college maintain individual student records of all participants being served with federal and/or non-federal matching funds which provide services to students with limited English proficiency?			
	Do these records:			
	a. Identify the Limited English Proficiency student as enrolled in a Voc. Ed. Program?			
	b. Identify the specific *reason* for having difficulty in speaking and/or understanding instruction in the English language and prevents success in vocational education without the special program/service?			
	c. Contain prescriptive treatment recommended to aid the student in overcoming his/her limited English-speaking proficiency?			
	d. Show that the services being provided to the student will assist in success in the vocational education program?			
	e. Include progress reports on the effectiveness of the program/service for the individual?			

PROGRAM ADMINISTRATIVE REVIEW
1980

Area: OCCUPATIONAL EDUCATION ADMINISTRATION College: _____

AUTHORITY	COMPLIANCE FACTOR	RESPONSE Yes	RESPONSE No	COMMENTS
State Plan 3.2.2 T5 55250-55257	7. a. Are the District Plan for Work Experience Education and letters for extensions and changes (all with the approval of the Chancellor's Office) on file?			
T5 55254	b. Do all students participating in Work Experience Education meet the criteria identified in T5 55254?			
T5 55255	c. Does the district provide sufficient services for initiating and maintaining on-th-job learning stations, coordinating the program and supervising students?			
T5 55256	d. Does the district maintain appropriately signed and dated records as required in T5 55256?			
T5 55256.5	e. Does the awarding of credit for Work Experience Education comply with T5 55256.5?			
T5 55257	f. Do all job learning stations meet all the criteria identified in T5 55257?			
State Plan 3.4.2	8. Is a document on file which verifies that the college is in compliance with regulations relating to the disadvantaged, handicapped, limited English proficiency?			
34 CFR 80 Appendix B IV O	9. a. Are vocational education course outlines and program promotional materials on file?			
	b. Are they free from race and sex bias?			
	c. If the community college district includes a community of national origin minority students with limited English proficiency, have the promotional materials been prepared in their own language?			
	10. a. Are agreements for the provision or support of apprenticeship programs on file?			
	b. Are any such agreements made with any labor union or sponsor which discriminates against its members or applicants for membership on file?			
34 CFR 80 Appendix B VII B	c. Does each written agreement contain an assurance of non-discrimination?			

PROGRAM ADMINISTRATIVE REVIEW
1980

Area: OCCUPATIONAL EDUCATION ADMINISTRATION

College: _____

AUTHORITY	COMPLIANCE FACTOR	RESPONSE Yes	RESPONSE No	COMMENTS
EC 78016	11. a. Is there evidence that all vocational educational programs approved subsequent to the effective date of EC 78016 are, or will be, reviewed by the governing board every two years?			
	b. Does that review assure that the program: (1) Meets a labor market demand?			
	(2) Does not represent unnecessary duplication of other manpower training programs in the area?			
	(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students?			
	(4) Meets licensing or certification requirements of federal or state agencies or professional associations?			

Completed by: _____
NAME

_____
TITLE

Certified by: _____
COLLEGE PRESIDENT

_____
DATE

47

4. Number of Personnel in Vocational Education (VEA-47)

This state form is used to report the number of personnel in vocational programs by sex and ethnicity. It includes teaching personnel, selected support services personnel and administrators. Usually a Vocational Education Administrator is designated by the President to complete this form and submit it to the regional office by mid July.

State of California
Vocational Education

(Rev. 4-79)

Program year ending June 30, 19 79

NUMBER OF PERSONNEL IN VOCATIONAL EDUCATION

The Education Amendments of 1976, Title II, Vocational Education
P.L. 94-482 and P.L. 95-40

VEA-47
Section I
SUBMIT 2 COPIES
By July 15, 1979
to the regional office serving the LEA

Region: Southern	Code: Z	County: Los Angeles	Code:
Local Educational Agency: Community College District		Code:	
Person/Title Preparing Report: , Dean, Career Ed			
Telephone Number:			

SECTION I — Number of Teaching Personnel in Vocational Education

Vocational programs 1	LINE	SEX	Unduplicated count 2	Number of vocational education teachers, by ethnic classification, program, and sex 3													Full-time equivalent 5
				A	B	C	D	E	F								
01. Agriculture	1	M															
	2	F															
04. Distributive	3	M	23	22				1									4.885
	4	F	4	4													.78
07. Health	5	M	9	9													1.84
	6	F	21	18			1	2									13.04
09.01 Home economics: consumer and homemaking education	7	M	2	2													.08
	8	F	19	17	1				1								3.46
09.02 Home economics: occupational preparation	9	M	1	1													.10
	10	F	3	3													.60
10. Industrial arts	11	M															
	12	F															
14. Office	13	M	30	28				2									13.89
	14	F	31	31													14.13
16. Technical	15	M	12	12													4.61
	16	F															
17. Trade and industrial	17	M	32	31	1												15.37
	18	F	3	2				1									2.13

Report each person in columns A through F, by appropriate ethnic classification.

Ethnic Classifications

A—White (except Hispanic)
B—Hispanic
C—Black (except Hispanic)
D—Filipino
E—Asian or Pacific Islander
F—American Indian/Alaskan Native

60

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State of California
Vocational Education

(Rev. 4-79)

Program year ending June 30, 19 79

NUMBER OF PERSONNEL IN VOCATIONAL EDUCATION

The Education Amendments of 1976, Title II, Vocational Education
P.L. 94-482 and P.L. 95-40

VEA-47
Section I
SUBMIT 2 COPIES
By July 15, 1979
to the regional office serving the LEA

Region: Southern	Code: Z	County: Los Angeles	Code:
Local Educational Agency: Community College District		Code:	
Person/Title Preparing Report: , Dean, Career Ed			
Telephone Number:			

SECTION I — Number of Teaching Personnel in Vocational Education

Vocational programs 1	LINE	SEX	Unduplicated count 2	Number of vocational education teachers, by ethnic classification, program, and sex 3													Full-time equivalent 5
				A	B	C	D	E	F								
	1	M															
Work Study	2	F	1	1													.50
Placement Services	3	M															
to Students	4	F	2	2													1.0
Support Services	5	M															
for Women	6	F	1	1													.20
	7	M															
Day Care Services	8	F															
Services For	9	M															
Displaced Homemakers	10	F															
	11	M															
	12	F															
	13	M															
	14	F															
	15	M															
	16	F															
	17	M															
	18	F															

Report each person in columns A through F, by appropriate ethnic classification.

Ethnic Classifications

A—White (except Hispanic)
B—Hispanic
C—Black (except Hispanic)
D—Filipino
E—Asian or Pacific Islander
F—American Indian/Alaskan Native

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State of California
Vocational Education

(Rev. 4-79)

Program year ending June 30, 1979

NUMBER OF PERSONNEL IN VOCATIONAL EDUCATION

The Education Amendments of 1976, Title II, Vocational Education
P.L. 94-482 and P.L. 95-40

VEA-47
Section II

SUBMIT 2 COPIES
By July 16, 1979
to the regional office serving the LEA

Region: Southern	Code: Z	County: Los Angeles	Code: 19
Local Educational Agency: Community College District		Code:	
Person/Title Preparing Report: , Dean, Career Ed			
Telephone Number:			

SECTION II – Number of Teachers of Special Programs/Services and Other Personnel

Vocational programs 1	LINE	SEX	Unduplicated count 2	Number of vocational education personnel, by ethnic classification, program, and sex 3													Full-time equivalent 5
				A	B	C	D	E	F								
Vocational Education Director or Coordinator	1	M	1	1													1.0
	2	F															
Vocational Guidance Counselors	3	M	6	2	1	3											2.8
	4	F	4	4													2.0
Vocational Subject-Area Supervisors	5	M															
	6	F															
Other Vocational Personnel	7	M															
	8	F															
Cooperative Vocational Education	9	M															
	10	F															
Disadvantaged Programs/Services	11	M	1	1													.7
	12	F	1		1												.7
Limited English-Speaking Programs/Services	13	M	7	6	1												1.8
	14	F	38	35	3												13.88
Handicapped Programs/Services	15	M															
	16	F	1	1													1
Vocational Work Experience	17	M	2	2													1.0
	18	F	1	1													1
Other Special Programs	19	M															
	20	F	4														1.7

Report each person in columns A through F, by appropriate ethnic classification.

Ethnic Classifications:

A–White (except Hispanic)
B–Hispanic
C–Black (except Hispanic)
D–Filipino
E–Asian or Pacific Islander
F–American Indian/Alaskan Native

5. Enrollments in Vocational Education Programs/Services VEA-48) *

This state form is used to report the number of students enrolled in each U.S. Office of Education Program by sex and ethnicity. It also reports the number of students in each category who complete programs. In addition, the number of students enrolled in or receiving benefits from special programs (i.e., programs for limited English speaking students) is reported by sex and ethnicity. Usually a Vocational Education Administrator is designated by the President to complete this form and submit it to the regional office by mid July.

* Because the complete form is quite long, only four programs are reported in this example.

State of California
Vocational Education

(Rev. 4-79)

Program year ending June 30, 1979

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES

The Education Amendments of 1976, Title II, Vocational Education
P.L. 94-482 and P.L. 95-40

VEA-48
Section I
SUBMIT 2 COPIES
by July 16, 1979
to the regional office serving the LEA

Region: Southern | Code: Z | County: Los Angeles | Code:

Local Educational Agency: Community College | Code:

SECTION I – Student Enrollments in Instructional Programs

USOE Program	Ethnic classification A	LINE	SEX B	Number of students enrolled: Unduplicated count – Postsecondary: Associate Degree D	Unduplicated count – Adult: Long term E	Unduplicated count – Adult: Short-term F	Duplicated count: Apprenticeship programs G	Duplicated count: Cooperative vocational education programs H	Duplicated count: Vocational work experience education programs I	Terminations: Completers J	Terminations: K
Title:	A	1	M	175			( )	( )	(7)	74	
		2	F	129			( )	( )	(4)	54	
Finance & Credit	B	3	M	24			( )	( )	( )	11	
		4	F	20			( )	( )	( )	8	
Code:	C	5	M	7			( )	( )	( )	3	
		6	F	1			( )	( )	( )	1	
0 4. 0 4 0 0	D	7	M				( )	( )	( )		
		8	F	3			( )	( )	( )	1	
	E	9	M	14			( )	( )	( )	6	
		10	F	12			( )	( )	( )	5	
	F	11	M	2			( )	( )	( )	1	
		12	F	2			( )	( )	( )	1	

Ethnic Classifications:
A–White (except Hispanic)
B–Hispanic
C–Black (except Hispanic)
D–Filipino
E–Asian or Pacific Islander
F–American Indian/Alaskan Native

Region: | Code: | County: | Code: | Local Educational Agency: | Code: | VEA - 48 -

Program year ending June 30, 19 79

USOE Program	Ethnic classification	LINE	SEX	Number of students enrolled: Unduplicated count: Postsecondary: Associate Degree	Unduplicated count: Adult: Long term	Unduplicated count: Adult: Short-term	Duplicated count: Apprenticeship programs	Duplicated count: Cooperative vocational education programs	Duplicated count: Vocational work experience education programs	Terminations: Completers	Terminations
	A		B	D	E	F	G	H	I	J	K
Title: Electronic Technology	A	1	M	124			( )	( )	(3)	49	
		2	F	16			( )	( )	( )	7	
	B	3	M				( )	( )	( )		
		4	F	31			( )	( )	( )	12	
Code: 16.0108	C	5	M	4			( )	( )	( )	2	
		6	F	2			( )	( )	( )	1	
	D	7	M				( )	( )	( )		
		8	F				( )	( )	( )		
	E	9	M	25			( )	( )	( )	9	
		10	F	1			( )	( )	( )	0	
	F	11	M	1			( )	( )	( )	1	
		12	F				( )	( )	( )		
Title: Commercial Pilot Training	A	1	M	176			( )	( )	(2)	76	
		2	F	37			( )	( )	(1)	16	
	B	3	M	17			( )	( )	( )	7	
		4	F	6			( )	( )	( )	2	
Code: 16.0601	C	5	M	2			( )	( )	( )	1	
		6	F	1			( )	( )	( )	1	
	D	7	M	5			( )	( )	( )	2	
		8	F	2			( )	( )	( )	1	
	E	9	M	7			( )	( )	( )	2	
		10	F	2			( )	( )	( )	2	
	F	11	M	4			( )	( )	( )	1	
		12	F	2			( )	( )	( )	1	

A - White (except Hispanic) C - Black (except Hispanic) E - Asian or Pacific Islander
B - Hispanic D - Filipino F - American Indian/Alaskan Native

Region: | Code: | County: | Code: | Local Educational Agency: | Code: | VEA - 48

Program year ending June 30, 1979

USOE Program	Ethnic classification	LINE	SEX	Number of students enrolled: Unduplicated count: Postsecondary: Associate Degree	Unduplicated count: Adult: Long term	Unduplicated count: Adult: Short-term	Duplicated count: Apprenticeship programs	Duplicated count: Cooperative vocational education programs	Duplicated count: Vocational work experience education programs	Terminations: Completers	Terminations
	A	D	B	D	E	F	G	H	I	J	K
Title: Emergency Medical Technician	A	1	M	57			( )	( )	(1)	40	
		2	F	24			( )	( )	( )	17	
	B	3	M	7			( )	( )	( )	5	
		4	F	1			( )	( )	( )	0	
	C	5	M				( )	( )	( )		
Code:		6	F				( )	( )	( )		
	D	7	M				( )	( )	( )		
		8	F				( )	( )	( )		
07.0907	E	9	M				( )	( )	( )		
		10	F				( )	( )	( )		
	F	11	M	1			( )	( )	( )	0	
		12	F				( )	( )	( )		
Title: Dialysis Assistance Other Health	A	1	M	9			( )	( )	( )	7	
		2	F	65			( )	( )	( )	48	
	B	3	M	5			( )	( )	( )	4	
		4	F	6			( )	( )	( )	3	
	C	5	M	2			( )	( )	( )	2	
Code:		6	F	8			( )	( )	( )	6	
	D	7	M	3			( )	( )	( )	2	
		8	F	5			( )	( )	( )	3	
07.0900	E	9	M	1			( )	( )	( )	1	
		10	F	10			( )	( )	( )	7	
	F	11	M				( )	( )	( )		
		12	F				( )	( )	( )		

55

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Ethnic Classifications:
A - White (except Hispanic)
B - Hispanic
C - Black (except Hispanic)
D - Filipino
E - Asian or Pacific Islander
F - American Indian/Alaskan Native

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State of California
Vocational Education

(Rev. 4-79)

Program year ending June 30, 19___

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES

The Education Amendments of 1976, Title II, Vocational Education
P.L. 94-482 and P.L. 95-40

VEA-48
Section II

SUBMIT 2 COPIES
By July 16, 1979
to the regional office serving the LEA

Region: Southern	Code: Z	County: Los Angeles	Code:
Local Educational Agency: Community College District		Code:	

Person/Title Preparing Report:
Telephone Number: , Dean, Career Ed.

SECTION II — Number of Student Enrollments in Special Programs/Services (Duplicated count)

Ethnic classification	Line	Sex	Number of students who are enrolled in or are receiving benefits of these programs: Disadvantaged students (Subparts 2 and 3)	Disadvantaged students (Subpart 4)	Limited English-speaking students (Subparts 2 and 3)	Handicapped students (Subparts 2 and 3)	Programs for displaced homemakers (Subpart 2)	Work study programs (Subpart 2)	Student stipends (Subpart 2)	Placement services for students (Subpart 2)	Support services for women (Subpart 2)	Day care services (Subpart 2)	Economically depressed areas programs (Subpart 5)
A		B	C	D	E	F	G	H	I	J	K	L	M
White (except Hispanic)	1	M	408		107	37							
	2	F	670		279	63							43
Hispanic	3	M	165		273	4							
	4	F	193		810	10							64
Black (except Hispanic)	5	M	10										
	6	F	6			1							1
Filipino	7	M	10		22	1							
	8	F	12		69	1							
Asian or Pacific Islander	9	M	79		76	1							
	10	F	88		246	2							5
American Indian/ Alaskan Native	11	M	7			1							
	12	F	11		1	1							

6. Vocational Education Civil Rights Survey School/Institution Report

This federal form reports student enrollment in vocational programs (including work-study) by sex and ethnicity. In addition, it provides information on the number of limited English speaking and handicapped students by program, and the sex and ethnicity of full-time instructors, support staff and administrators.

In the past this form has been completed by District Office personnel every Fall. Beginning this year, campus personnel will work with District Office personnel to complete the form.

VOCATIONAL EDUCATION
CIVIL RIGHTS SURVEY: FALL 1979
SCHOOL/INSTITUTION REPORT: FORM OS/CR 203
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE FOR CIVIL RIGHTS
WASHINGTON, D. C. 20201

DUE DECEMBER 15, 1979

I. GENERAL INFORMATION

1. Name of School: _____

2. Address of School: _____

_____

3. The legal name (s) of the policy making body(ies) having direct authority over the administration of the school (e.g., State Board of Vocational Education, Local School Board, Joint Vocational School Board, Board of Trustees):

_____

_____

4. Does your school/institution offer at least one vocational education program defined as a "planned sequence of courses, services or other educational activities specifically associated with a six-digit OE code, for students 11th grade and above, designed to meet an intended occupational outcome as stated by the student or implied by the objectives of the instructional program"?

YES ___ NO ___

If yes, please continue to question 5. If no, sign the certification statement on page 5 and return the form to the Office for Civil Rights.

5. Levels of vocational instruction offered (chekk all applicable levels)

A. *Adult* refers to persons who have already entered the labor market or who are umemployed or have completed or left high school and who are not pursuing an associate degree. ___

B. *Postsecondary* refers to persons enrolled in vocational education programs to whom credit is given toward an Associate Degree. ___

C. *Secondary* refers to persons in secondary grades as defined in state law. ___

6. Service Area. Complete the service area question for all levels of instruction offered by your institution.

A. For SECONDARY SCHOOLS, give the name(s), city(ies), and zipcode(s) of the public school district(s) that supply incoming students and the number of students from each district. Use additional sheets as necessary. Indicate, by checking the box provided, whether this school serves less than the whole of each of the districts you list below.

	NAME	CITY	ZIP	NO. OF STUDENTS	SERVES LESS THAN WHOLE AREA
(1)	_____	_____	_____	_____	___
(2)	_____	_____	_____	_____	___
(3)	_____	_____	_____	_____	___
(4)	_____	_____	_____	_____	___

B. For schools offering POSTSECONDARY instruction, indicate the area from which more than 75% of the students are drawn. (Check one box.)

(1) ___ Entire metropolitan (3) ___ Entire city or town
(2) ___ Entire county (4) ___ Other (Portion of, or more than city, town or county, etc.)

C. For schools offering ADULT instruction, indicate the area from which more than 75% of the students are drawn. (Check one box.)

(1) ___ Entire metropolitan area (3) ___ Entire city or town
(2) ___ Entire county (4) ___ Other (Portion of, or more than city, town or county, etc.)

II. Enrollments in Occupational Preparation Programs

VOCATIONAL ENROLLMENTS

Item 7 consists of four sections:
- Section A contains special instructions for institutions that provided vocational education data to the National Center for Education Statistics for the 1978-1979 school year.
- Section B collects data on enrollment in six-digit United States Office of Education (OE) code programs specifically designed for occupational preparation, 11th grade and above.
- Section C collects data on persons enrolled in an adult vocational program.
- Section D collects data on other occupational preparation and support programs not included in Section B. Separate reporting categories are provided for the following:
  (1) "Occupational Preparation" for persons below 11th grade enrolled in occupational preparation programs, persons at all elvels enrolled in course prerequisite to a six-digit OE code program, or a program or activity that leads to more than one six-digit OE code program.
  (2) Consumer and Homemaking (09.01) programs
  (3) Industrial Arts programs

Do not count students in these sections who cannot be classified as adult, postsecondary, or secondary. All data should reflect unduplicated counts.

A. SPECIAL INSTRUCTIONS

The Vocational Education Data System (VEDS) developed by the National Center for Education Statistics (NCES) required the submission of program enrollment data by race/ethnicity and sex for the 1978/1979 school year. You may report these in response to questions 7B and 7D columns 1 through 11. All other information requested on this form must be reported, including Questions 7C and Columns 12 and 13 of Questions 7B and 7D.

(1) Were school year 1978-1989 data used to complete this form?

YES ___ NO ___

(2) If yes, indicate which questions on this form were answered with 1978-1979 data.

7B ___ 7D ___

B. SECONDARY OR POST-SECONDARY VOCATIONAL ENROLLMENT

- Report each student in only one six-digit program. Each student should be reported in the Total column and one of the columns 2 through 11. Handicapped students or those with limited English proficiency also should be reported in column 12 and/or column 13.

-Include only persons enrolled in a planned sequence of courses, services or activities uniquely and specifically associated with a six-digit OE code. If a program offered by your school/institution is not pre-printed here, write the program title and OE code in space provided at the end of the section.
-Include all vocational programs whether or not they are included in the State Vocational Education Plan.
-Complete the matrix below for *either* secondary 11th and 12th grade instruction or postsecondary instruction, whichever serves the larger number of students.
-Indicate the level of instruction being reported by the checking the appropriate box:

SECONDARY		ORIGINAL-RETURN TO OFFICE FOR CIVIL RIGHTS
POSTSECONDARY	X	(LEGAL)

Vocational Code No.	PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
			American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
			M	F	M	F	M	F	M	F	M	F	NOT AVAILABLE	
01.0000	AGRICULTURE													
01.0100	Agricultural Production													
01.0200	Agri. Supplies/Services													
01.0300	Agri. Mechanics													
01.0400	Agri. Products													
01.0500	Horticulture													
01.0600	Renewable Nat. Resources													
01.0700	Forestry													
01.9900	Other Agriculture													
04.0000	DISTRIBUTION													
04.0100	Advertising Services													
04.0200	Apparel & Accessories													
04.0300	Automotive													
04.0400	Finance & Credit	58			4	2	13	7	2	5	10	15		3
04.0500	Floristry													
04.0600	Food Distribution													
04.0700	Food Services													
04.0800	General Merchandise													
04.0900	Hardware,bldg.Materials, etc.													
04.1000	Home Furnishings													
04.1100	Hotel & Lodging													
04.1200	Industrial Marketing													
04.1300	Insurance	172	2	1	9	17	13	36	16	25	23	30		12
04.1500	Personal Services													
04.1700	Real Estate	1159	9	12	59	52	230	267	52	43	188	247		52

Vocational Code No.	PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
			American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
			M	F	M	F	M	F	M	F	M	F		
04.1800	Recreation & Tourism	2021	13	30	40	103	70	317	65	173	293	917		95
04.1900	Transportation	40		1	2		4	3	7	3	12	8		1
04.2000	Other Retail Trades													
04.9900	Other Distributive Education	652	8	6	35	22	173	146	29	30	100	103		38
07.0000	HEALTH OCCUPATIONS													
07.0101	Dental Assisting													
07.0102	Dent.Hygiene (Assoc.Degree)	47		1	1	8		4		4	1	28		2
07.0103	Dental Lab. Technology													
07.0203	Medical Lab. Assisting													
07.0299	Other Med. Lab. Technology													
07.0301	Nursing (Assoc. Degree)													
07.0302	Practical (Vocational) Nursing													
07.0303	Nursing Assistance (Aide)													
07.0399	Other Nursing													
07.0400	Rehabilitation													
07.0501	Radiologic Tech.(X- ray)													
07.0800	Mental Health Tech.	33		1	1	2	1	15		3	3	7		4
07.0903	Inhalation Therapy													
07.0904	Medical Assistant													
07.0906	Community Health Aide													
07.0907	Med. Emergency Technician													
07.9900	Other Health Occupations Education	19				2	3	5	2	2		5		
09.0000	HOME ECONOMICS													
09.0201	Care & Guidance of Children	269	2	6		11	18	138	2	26	4	62		19

Vocational Code No.	PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
			American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
			M	F	M	F	M	F	M	F	M	F		
	Production													
09.0202	Clothing Mgt., & Services													
09.0203	Food Mgt., Production & Services													
09.0204	Home Furn., Equipment & Services													
09.0205	Institutional & Home Mgt. & Sup.													
09.0299	Other Occup. Prep. for Homemaking													
14.0000	OFFICE OCCUPATIONS													
14.0100	Accounting & Computing Occupations	704	1	6	34	33	117	184	30	47	95	157		40
14.0201	Computer and Console Operators													
14.0203	Programmers	160	1	2	16	17	27	24	7	8	29	29		9
14.0299	Other Business Data Processing	348	2	2	20	20	73	91	16	19	47	58		24
14.0300	Filing, Office Machines & General Office													
14.0400	Information, Communication Occupations	445	1	2	6	14	93	118	17	23	69	102		32
14.0500	Materials Support Occupations													
14.0600	Personnel, Training & Related	233		2	6	6	53	84	6	13	27	36		13
14.0700	Stenographic, Secretarial, & Related	769		11	3	45	47	387	9	62	19	186		38
14.0800	Supervisory & Administrative Mgt.	500	2	1	19	32	77	172	23	23	53	98		24
14.0900	Typing & Related Occupations													
14.9900	Other Office Occupations													

Vocational Code No.	PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
			American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
			M	F	M	F	M	F	M	F	M	F		
16.0000	TECHNICAL													
16.0103	Architectural Technology	15			2		3	3	3		2	2		1
16.0104	Automotive Technology													
16.0106	Civil Technology													
16.0107	Electrical Technology													
16.0108	Electronic Technology													
16.0110	Environmental-Control Technology													
16.0111	Industrial Technology													
16.0113	Mechanical Technology													
16.0117	Scientific Data Processing	116	1		12		33	13	4	3	37	13		13
16.0601	Commercial Pilot Training													
16.0602	Fire & Fire Safety Technology													
16.0605	Police Science Technology	286	4	2	12	4	83	62	24	10	51	34		10
16.9900	Other Technical Education													
16.9902	Water & Waste Water Technology													
17.0000	TRADE & INDUSTRIAL													
17.0100	Air Conditioning													
17.0200	Appliance Repair													
17.0301	Body & Fender Repair													
17.0302	Auto Mechanics													
17.0303	Automotive Specialization													
17.0400	Aviation Occupations	557	8	1	43	2	168	6	87	1	225	16		31
17.0700	Commercial Art Occupations	38		2	1	4		11		6		14		4

Vocational Code No.	PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
			American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
			M	F	M	F	M	F	M	F	M	F		
17.0900	Commercial Photography Occupations	61		1	3	3	6	9		4	12	23		1
17.1001	Carpentry													
17.1002	Electricity													
17.1004	Masonry													
17.1007	Plumbing & Pipefitting													
17.1099	Other Construction & Maintenance													
17.1100	Custodial Services													
17.1200	Diesel Mechanic													
17.1300	Drafting Occupations													
17.1400	Electrical Occupations													
17.1500	Electronics Occupations	129			17	3	51	10	9	2	31	6		5
17.1700	Foremanship, Super. & Mgt. Devel.	58		1	2	1	11	23	3	1	10	6		2
17.1900	Graphic Arts Occupations													
17.2100	Instrument Maintenance & Repair													
17.2200	Maritime Occupations													
17.2302	Machine Shop													
17.2303	Machine Tool Operation													
17.2305	Sheet Metal													
17.2306	Welding & Cutting													
17.2307	Tool & Die Making													
17.2399	Other Metalworking Occupations													
17.2400	Metallurgy Occupations													
17.2602	Cosmetology													

Vocational Code No.	PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
			American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
			M	F	M	F	M	F	M	F	M	F		
17.2699	Other Personal Services													
17.2700	Plastics Occupations													
17.2801	Fireman Training	30	1		3		12	1	5		8			
17.2802	Law Enforcement Training													
17.2899	Other Public Service Occupations	70	1			4	12	24	4	3	7	15		8
17.2900	Quantity Food Occup.													
17.3000	Refrigeration													
17.3100	Small Engine Repair													
17.3200	Stationary Energy Sources Occupations													
17.3300	Textile Production and Fabrication													
17.3500	Upholstering													
17.3600	Woodworking Occupations													
17.9900	Other Trade & Industrial Occup.	22					5		2		13	2		3
	PROGRAMS NOT LISTED ABOVE													
	Use additional sheets as necessary.													
	TOTAL	9150	58	91	365	413	1429	2188	435	541	1396	2234		491

	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
N/A	Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
		American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
TOTAL	N/A	M	F	M	F	M	F	M	F	M	F		

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OTHER OCCUPATIONAL PREPARATION PROGRAMS

-Report each student in only two digit program. Each student should be reported in the Total column and one of the columns 2 through 11. Handicapped students or those with limited English proficiency also should be reported in column 12 and/or column 13.
-Complete the matrix below for either secondary or postsecondary enrollment, whichever serves the larger number of students.
-Include all students enrolled in courses or activities that are either prerequisite to a six-digit OE code program or lead to more than one six-digit OE code program, Consumer and Homemaking (09.01) programs and Industrial Arts programs.
-If secondary programs are being reported include persons enrolled in occupational preparation programs below the 11th grade.

COURSE OR PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
	Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
		American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
		M	F	M	F	M	F	M	F	M	F		
01.00 Agriculture													
04.00 Distribution													
07.00 Health													
09.01 Prep for Homemaking	84		1		4	6	30	5	4	5	29		3
09.02 Occupational Home Economics													
10.00 Industrial Arts													
14.00 Office													
16.00 Technical													
17.00 Trade and Industrial													
TOTAL	84		1		4	6	30	5	4	5	29		3

8. PROGRAMS FOR LIMITED ENGLISH PROFICIENCY

Report vocational education students who are enrolled in a Bilingual program, High Intensity Language Training, English-As-A-Second Language program or any other course or program designed to overcome the student's English language deficiency. Do not count students enrolled in a class to learn a language other than English.

A. Secondary or Postsecondary *NOT AVAILABLE*

B. Adult ____

9. SECONDARY HANDICAPPED STUDENT ENROLLMENT BY ACADEMIC SETTING

Report handicapped students who are enrolled in a SEPARATE vocational program limited to handicapped persons.

10. SECONDARY HANDICAPPED STUDENT ENROLLMENT BY HANDICAPPING CONDITION

Indicate the number of secondary students reported in item 7B and/or 7D who have been identified as having one of tne following handicapping conditions:

A. Mentally retarded ____
B. Seriously Emotionally Disturbed ____
C. Specific Learning Disabled ____
D. Speech Impaired ____
E. Deaf-Blind ____
F. Orthopedically Impaired ____
G. Visually Handicapped ____
H. Deaf ____
I. Hard of Hearing ____
J. Other Health Impaired ____
K. Multihandicapped ____

III. Apprentice Training, Cooperative Vocational Education and Work Study Programs

11. APPRENTICE TRAINING PROGRAMS

Report student enrollment on the matrix below for programs offered under agreements between a union, labor organization or employer and the school, LEA, etc., in which classroom instruction provided by or at the school is supplemental to paid on the job training received as a result of acceptance into an apprentice program operated and supervised by the union, labor organization or employer. Write in the OE Code and Program Title for each apprentice training program offered by the institution.

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
	Racial/Ethnic Designation and Sex											
OE CODE AND PROGRAM TITLE / Total Enrollment	American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic		Limited English Proficiency	Handicapped
	M	F	M	F	M	F	M	F	M	F		
none												

12. COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Report student enrollment on the matrix below for programs offered under agreements between employers and the school, LEA, etc., in which paid on the job experience is related to, and supplemental to, the course(s) of study pursued in classroom instruction by the student and is carried out under the supervision of the school, LEA, etc. Write in the OE Code and Program Title for each SECONDARY cooperative vocational education program offered by the institution.

OE CODE AND PROGRAM TITLE	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
	Total Enrollment	Racial/Ethnic Designation and Sex										Limited English Proficiency	Handicapped
		American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic			
		M	F	M	F	M	F	M	F	M	F		
N/A													

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13. WORK STUDY PROGRAMS

Report student enrollment on the line below for programs organized under agreements between employees and the school, LEA, etc., in which gainful employment opportunities in public or non-profit agencies or institutions are made available to vocational education students who need financial assistance to be able to pursue their educational studies. Ordinarliy, the employment is not designed to be supplemental to classroom instruction or necessarily related to the classroom instruction.

	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
		Racial/Ethnic Designation and Sex											
	Total Enrollment	American Indian/ Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic		Limited English Proficiency	Handicapped
		M	F	M	F	M	F	M	F	M	F		
TOTAL	NOT AVAILABLE												

IV. Vocational Education Full-Time Staff

14. Full-time staff members are those whose total school assignments, regardless of their classification, require his/her services each working day for at least the number of hours equal to the number of hours in a regular working day.
   A. *Instructional Staff* are teachers, instructors or other staff directly involved in teaching occupational preparation programs. This category does *not* include teaching assistants, teacher aides, substitute teachers, clerical staff or health personnel.

   B. *Program/Support* staff members are employed for the purpose of assuring that students benefit from their occupational preparation. These staff are not directly involved in teaching occupational preparation programs. This category includes guidance counselors and co-op coordinators.

   C. *Program/Supervisory* staff members are personnel other then teachers who are assigned responsibilities directly relating to the supervision of vocational education programs for one or more of the programs listed. This category includes deans, vocational directors, program supervisors and departmental heads.

Count each person only once in completing this matrix. If a person performs more than one task, report that person in the category where they spend the majority of their time.

PROGRAM ASSIGNMENT	Full-Time Staff						
	Section I Total Staff		Section II Total Staff (Head Count) Racial/Ethnic Designation				
	Unduplicated Head Count						
	Total	Female	American Indian/ Alaskan Native	Asian or Pacific Islander	Black Not Hispanic	Hispanic	White Not Hispanic
A. Instructional Staff							
01.00 Agriculture							
04.00 Distribution	8	1					8
07.00 Health	6	5			1		5
09.02 Occupational Home Ec.	2	1			1		1
14.00 Office Occup.	15	6			2		13
16.00 Technical							
17.00 Trade & Industrial							
09.01 Consumer & Homemaking							
10.00 Industrial Arts							
B. Program/Support	9	4			3	1	5
C. Program/Supervisory	1	1					1
D. TOTALS (UNDUPLICATED)	63	20		1	1		54

Please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form.

99

CERTIFICATION: I certify that the information given above is true and correct to the best of my knowledge and belief.
(A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001].) 100

Signature of Principal or Site Administrator | Title | (Area Code) Telephone Number | Date Signed

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(LEGAL)

7. Community College Occupational Program Evaluation System (COPES) College Self-Appraisal of Program to Achieve Sex Equity

COPES is a voluntary evaluation system tied into the State Five Year Plan for Vocational Education. Therefore colleges may choose whether or not they want to participate. However, information gleaned from these reports is used by the State Vocational Education Advisory Committee each year to set priorities for the coming year. Sex Equity Coordinators may be requested by their Presidents to complete this form.

COPES
CALIFORNIA COMMUNITY COLLEGES

SE-1

College _____ College

COLLEGE SELF-APPRAISAL OF PROGRAM TO ACHIEVE SEX EQUITY

INSTRUCTIONS: The college president should designate the person to complete this form. This might be the coordinator of the college program to overcome sex bias, discrimination or stereotyping or an appropriate administrator.

For each item listed, briefly describe the college policy or activity and then rate the effectiveness using the five-point scale. EXCELLENT means nearly ideal, top 5 to 10%; GOOD is a strong rating, top one-third; ACCEPTABLE is average, the middle-third; BELOW EXPECTATIONS is only fair, bottom one-third; POOR is seriously inadequate, bottom 5 to 10%. Additional comments may be noted on an attached sheet.

The completed form is to be appended to the college Form 1, Part A.

	Description including Current Status and Measurable Objectives for Improvement	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5
1. College policy to achieve sex equity:	Support Policies/VEA-Subpart III Project #19-63741-3-9-654	1				X	
2. Planned program for achieving sex equity in: • Staff selection, recruitment and promotion	is an Affirmative Action Employer. conforms to District standards	2			X		
• Course and program content, instructional materials and teaching methods	No planned program	3		X			
• Student program advisement and career counseling and guidance:	Staff workshop held 11/79 Counselor assigned to Sex Equity Project	4				X	
3. Recruitment and enrollment of students in nontraditional programs for their sex:	Project 19-63741-3-9-654 1979 [illegible] (in process)	5				X	
4. Provision of inservice to train faculty and counselors to recognize and overcome sex bias and discrimination:	Counseling Inservice 11/79 Faculty Inservice scheduled for March 1980	6				X	
5. Provision for program coordination and staffing:	Funded Program 1979-80 Proposals in progress 1980-81	7					X
6. Efforts to orient employers and the community to employability of men and women in nontraditional occupations:	Publications - Horizons Fall 1979 Sex Equity Advisory Comm. formed Career Exploration Program- Spring 1980	8					X
7. Placement of students in nontraditional work experience (or clinical experience):	Co-op Ed Classes are balanced. Non-traditional placements are not currently catagorized.	9			X		
8. Placement of students in occupations nontraditional for their sex:	Summer jobs, goal of [illegible], return to Education day Career Week planned Sp. 1980	10			X		

COPES
CALIFORNIA COMMUNITY COLLEGES

SE-1

	Description Including Current Status and Measurable Objectives for Improvement	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5
9. Dissemination and use of student follow-up studies to determine employment success in nontraditional occupations:	Longitudinal Study includes questions re: non-traditional student status and displaced homemakers	11				X	
10. Provision of special services, such as child care, transportation, to enable students to enroll in occupational programs:	Campus Child Care available. Public transportation available. Open house activities held annually	12					X
11. Review of occupational programs, instructional strategies and learning resources to identify open or subtle evidences of sex bias and stereotyping:	SAM (Completers & Leavers) identified by sex. Stratigies Workshop scheduled March 1980	13			X		
12. Provisions for program evaluation to show evidence of elimination of sex bias and sex stereotyping:	Special Funded Project SEEK Structured Telephone Survey	14				X	
13. Budgetary provisions for program:	SEEK - Special Funds VEA Counselor released 1/4 time Campus Sex Equity Coordinator	15					X

Please answer the following related to *your specific program/ services.*
(Use extra sheets if necessary).

1. What are the chief strengths of the college's program to achieve sex equity?
   College and District Committment to recruiting non-traditional students.
   Institutional support for Project SEEK. Project #19-63741-3-9-654.
   COIS Data indicate some balances.

2. What are the needed major improvements, if any, in the college's program to achieve sex equity and what action is required to achieve these improvements?
   No current program to increase awareness of problem in areas other then vocational departments - Inservice needed.
   No ongoing course and materials evaluation - ongoing evaluation and review needed.
   No campus program for examination of teaching methods to reduce barriers - inservice needed.

Person completing this form: _____
Name

Title: Director Sex Equity Project

Date: February 11, 1980

5 PLANNING & EVALUATION

This section provides a very basic framework from which to plan and evaluate campus goals and accomplishments.

In high school I concentrated on general office training courses, typing for accuracy and speed, bookkeeping, and shorthand. These kinds of classes really give you a good, solid background.

Secretary

Project to Achieve Gender Equity

BASIC PLANNING AND EVALUATION

Attaining goals and objectives usually does not take place in a haphazard manner, and therefore, careful planning and assessment is an integral part of the process. Outlined below is a four step plan to aid in the successful attainment of sex equity goals.

1. Needs Assessment

It is necessary to first canvass students, faculty, staff and community members to identify the needs of the college and community. In addition to the particular needs of each campus, the Federal and State governments have already identified areas for improvement which are outlined in Federal and State laws and Guidelines (See chapter 1). Imbalanced programs are easily identified by a comparison of the percentage of men enrolled in a program with the percentage of women enrolled in those same classes. (Classes and programs which are imbalanced are those which have less that 20% of either gender enrolled.)

Once the needs and problems have been identified, they need to be ranked. Every identified need cannot be tackled at once; therefore, the most urgent and blatant should be singled out for immediate remedy.

In collecting information about campus needs, both informal and formal channels of communication can be utilized. Formally, questionnaires or polls can be used

to collect data, However, often informal lines of communication give more information even though the data may be less quantifiable. Just plain talking to people may be one of the most informative sources of information. Finally, conducting a needs assessment is an excellent opportunity to collect ideas for solutions. Use a needs assessment as a brainstorming session for solutions and improvements as well as a collection framework for inadequacies.

2. Goals and Objectives

Once the greatest needs have been identified (or at least the ones that can be tackled immediately have been identified), write a set of goals and objectives. (Figure 4 outlines some possible goals which would be appropriate for a sex equity program.) Write as many goals as the program can realistically meet. Success is wonderful!...and a successful program which attains its goals is a firm foundation for building and expanding. In addition, it is important to determine a time line for the attainment of goals. (Check the time line frequently to evaluate progress.)

One final word about goals. People (students, colleagues...anyone) are more likely to work for the objectives if they have been involved in formulating them. Therefore, involve people through committees or personal

meetings. The goals of the program must be their goals for objectives to be implemented and incorporated into college life.

3. Strategies

Once the goals have been established methods and resources must be combined to reach those goals. Methods might include publicity, inservice education, lectures, rap sessions, class visitations, public service announcements, or career guidance campaigns. Resources might include personnel, money, and time. The results of strategies in the attainment of goals are restrained by the amount of personnel, the money, and the time available to implement a program. On the other hand, however, results are redoubled by creativity and careful planning. It is imperative to pay attention to detail and follow-up on all parts of a program. Use a calendar and the time line to check deadlines and engagements. Use the telephone and written communication to encourage, remind, and thank people for their contributions.

4. Evaluation and Assessment

Basically, assessment and evaluation is the process of determining whether or not satisfactory progress has been made in attaining the goals and objectives of the program. It can take the form of quantitative or qualitative measurement.

Quantitative measurement requires asking questions which have precise, numerical ways to record the answers. Some questions which might be asked in a quantitative assessment are, Has the enrollment between men and women balanced over the past year? Were the goals of the program met within the prescribed time limitations? What were the costs of reaching specific goals? Which were the most cost efficient strategies? Measurements, of course, must be made before and after implementation in order to have comparative figures.

Qualitative measurement requires asking questions about attitudes and perceptions. Students and staff can be interviewed to ascertain changes in attitude. As in quantitative data collection, comparative data must be collected for analysis.

Evaluation whether quantitative or qualitative is a continuous process, and many subevaluations are made throughout the implementation process of a program. Inservice programs, workshops, and even publicity materials can and should be evaluated. For then, effective tools can be enhanced and improved, and ineffective ones eliminated or improved enough to become effective. Evaluation is not just an end of the year activity. For a successful program is composed of a series of successful subprograms just as a strong chain is composed of a series of strong links.

FIGURE I

BASIC FOUR STEP PLANNING

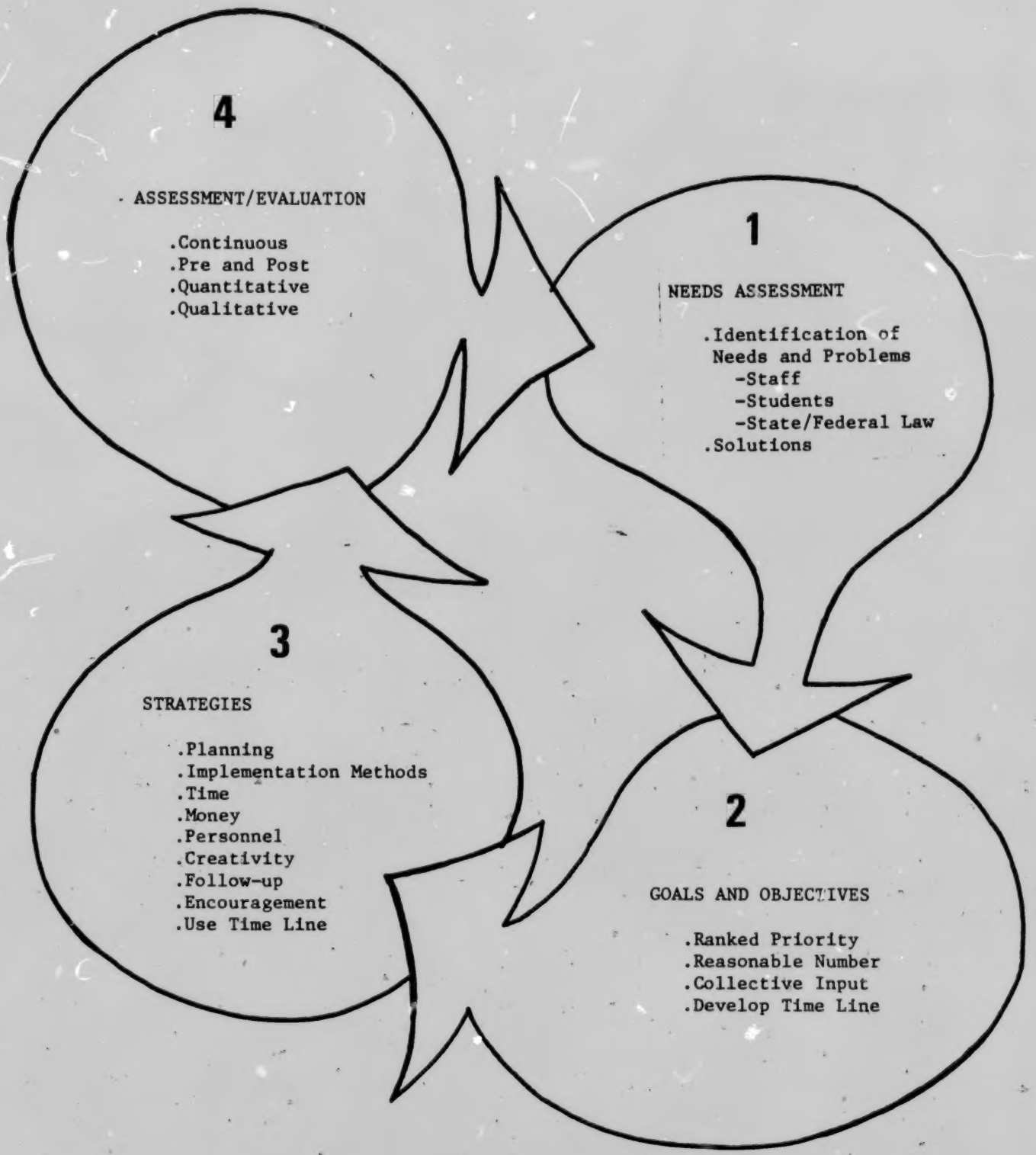

FIGURE II *

REVIEW OF FORMER AND CURRENT SEX FAIRNESS PRACTICES

INSTRUCTIONS: Listed below are 10 practices that may facilitate or inhibit attainment of sex fairness in vocational education. In the space provided, rate such practices in your college/district currently and five years ago.		Don't Know	A Major Problem	Something of a Problem	A Minor Problem	No Problem
1. Involvement of instructors, counselors, and vocational administrators in inservice or professional development activities raises their awareness of sex fairness issues.	5 years ago					
	Currently					
2. Tendency to employ vocational teachers for subjects traditionally related to their gender (women in home economics, men in auto shop, etc.).	5 years ago					
	Currently					
3. Rules or prerequisites that deny enrollment to vocational courses based on the gender of a student.	5 years ago					
	Currently					
4. Quotas or other practices limiting the number of men or women admitted to certain vocational programs.	5 years ago					
	Currently					
5. Unwritten or informal policies that identify certain vocational programs for one gender or the other.	5 years ago					
	Currently					
6. Practice of counselors to suggest vocational programs that are traditional for the gender of the student being counseled.	5 years ago					
	Currently					
7. Practice of counselors to discourage students from entering vocational programs that are nontraditional for their gender.	5 years ago					
	Currently					
8. Practice of vocational instructors to be reluctant toward wanting nontraditional students in their courses.	5 years ago					
	Currently					
9. Practice of considering the gender of a student when making work assignments, cooperative education placements, or job placement referrals.	5 years ago					
	Currently					
10. Availability of career information materials for students and counseling staff that show opportunities and options in nontraditional careers.	5 years ago					
	Currently					

After rating each of these practices, identify by numbering which practices are most in need of action in order to improve the opportunities for students in nontraditional vocational programs. Are there other practices or problems that should be addressed that are not listed above?

Position of respondent: ____ Instructor ____ Counselor ____ Administrator ____ Other

Gender: ____ Male ____ Female

FIGURE III *

WORKSHEET FOR INVENTORYING GENDER BALANCE IN VOCATIONAL PROGRAMS AND IDENTIFYING NONTRADITIONAL PROGRAMS

Period for which enrollments were reported: _____

USOE Program Code	Program Title	Total Enrollment (Both Sexes)	Number		Percent		Enrollment Balance		
			Males	Females	Males	Females	OK	Moderate (66-80%)	Out of Line (80%+)

(Duplicate as needed to record enrollments for vocational programs offered by your community college)

FIGURE IV *

GOAL AND POLICY-SETTING INVENTORY FOR NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS

INSTRUCTIONS: Read each sample statement and indicate in the appropriate column whether or not your college NOW HAS a formal or written goal, program objective, or policy related to the topic or issue presented. If you don't know, check in the space provided. Whether or not your college has a formal statement, use the shaded columns to indicate how important such a statement SHOULD BE to your college.	NOW HAS			SHOULD BE				
	No Statement Exists	Yes, Statement Now Exists	I Don't Know	Should be: VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	NO Statement Is Needed	I Don't Know
1. To take immediate, positive steps to eliminate any inequities that relate to gender in all vocational programs and support services.								
2. To make a positive effort to recruit and enroll students in vocational programs that are nontraditional for their gender.								
3. To make an effort to hire faculty for vocational programs that are now nontraditional for men or for women so that students will have role models representing both sexes in all programs.								
4. To eliminate any sex distinctions that appear in printed college materials, i.e., class schedules, college catalogs, bulletins, posters, and other printed or visual materials, to ensure that sex bias and stereotyping do not exist.								
5. To provide career counseling assistance for students interested in exploring and/or enrolling in vocational programs that are nontraditional for their gender.								
6. To provide career information materials that contain accurate and up-to-date information about job opportunities, salaries, and occupational advancement options in nontraditional careers for both men and women.								
7. To take steps to ensure that instructional methods used in all vocational programs are suited to both men and women.								

Respondent is (check one): Male ____ Female ____

Position: ____ Instructor ____ Counselor ____ Administrator ____ Student ____ Other

GOAL AND POLICY-SETTING INVENTORY FOR NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS

	NOW HAS			SHOULD BE				
	No Statement Exists	Yes, Statement Now Exists	I Don't Know	Should be: VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	NO Statement Is Needed	I Don't Know
8. To take steps to provide vocational education program facilities, i.e., restrooms, lockers, showers, dressing facilities, that are equally convenient and private for both male and female students.								
9. To provide job placement assistance for students interested and prepared for nontraditional occupations.								
10. To conduct followup of students in nontraditional vocational programs to determine the impact of their training on further education, work patterns and success, and job satisfaction.								
11. To provide inservice and professional development opportunities for vocational education administrators, instructors, counselors, and other appropriate college staff that will help improve the sex fairness practices of the college in vocational education.								
IN THE REMAINING SPACE, write any goal, objective, or policy statement that now exists or should exist but does not appear in the previous sample statements. After you have identified such statements related to sex fairness, rate them in the same manner as the previous ones.								

FIGURE V *

SUGGESTED STRATEGIES RELATED TO INSTITUTIONAL PLANS AND ACTION FOR SEX FAIRNESS

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Goal-Setting and Policy Review for Sex Equity	• Identify all existing vocational courses with gender imbalance in student enrollments. (See Demonstration Strategy 1, page 37.)	●	•	o		o
	• Review former and current sex fairness practices related to vocational education programs and services. (See Demonstration Strategy 2, page 39.)	●	•	•		o
	• Review existing community college policy statements, educational goals, and program objectives for references to sex fairness. Develop *written* statements as needed to cover major omissions. (See Demonstration Strategy 3, page 41.)	●	•	•		
	• Propose needed goals or policy statements to top-level administration or board of trustees for formal adoption and implementation.	●	•	•	•	•
Sex Role Stereotyping	• Conduct attitude survey of vocational educators and counselors regarding sex role stereotyping. (See Demonstration Strategy 4, page 45.)	●	•	•		•
Staff Development	• Involve vocational educators, counselors, and other appropriate college personnel (including classified staff) in inservice and professional development activities to raise awareness of sex bias and sex stereotyping in treatment of students.	●	•	•		o
Staffing Patterns	• Fill instructor vacancies (full and part time) in vocational programs with nontraditional instructors.	●	o	o		o
	• Employ instructor aides, peer counselors, and resource personnel who are nontraditional for the positions as role models.	●	•	•		o
	• Introduce administrative internships for women so that they gain necessary experience to qualify for regular openings when they occur.	●	o	o		o

[1] Includes all levels of district and college administration.
[2] Full- and part-time, day and evening.
[3] Advisory Committee, employers, community groups, and others.

* ● Primary responsibility or major participant in activity or action.
• Consultive or assists in carrying out activity or action.
o Informed of activity or action, progress, or results.

SUGGESTED STRATEGIES RELATED TO INSTITUTIONAL PLANS AND ACTION FOR SEX FAIRNESS

Area of Need	Description of Strategy	Level of Participation for People*				
		Administration[1]	Instructors[2]	Counselors[2]	Students[2]	Other Groups[3]
Monitoring Progress and Assessing Results	• Form a faculty committee (administrators, instructors, counselors) to review changes in sex fairness practices and report findings each year in a short written document.	●	•	•		o
	• Conduct a student needs assessment of students who enroll in vocational programs that are nontraditional for their gender. Report findings to counselors and vocational faculty. Distribute a written report to appropriate college staff. (See Demonstration Strategy 5 for a sample student needs assessment form, page 48.)	•	●	●	•	o
	• Form a citizens advisory committee to review sex fairness practices and student enrollments in vocational programs for proper gender balance.	●	o	o		•
Research and Program Development	• Develop and write a grant application or proposal for VEA funding for special projects related to staff inservice, curriculum development, student support services, or job placement efforts related to students enrolled in nontraditional vocational programs for their gender.	●	•	•		•
	• Develop a specific work plan for implementing strategies for improving sex equity in vocational programs and support services at the college. (See Demonstration Strategy 6 for a worksheet for recording the major actions and assignments of such a plan, page 52.)	●	•	•		•
	• Conduct an employer survey to determine attitudes and needs related to the hiring and advancement of men and women in nontraditional occupations.	•	●	•		•

* Source of Figures II--V: F. Carvell and Associates. Options and Opportunities: A Community College Educator's Guidebook for Non-Traditional Vocational Program Involvement, 1980, pp. 40; 38; 43--44; 35--36.

FIGURE VI

EXAMPLE CONTINUOUS ASSESSMENT RECORD

SEX EQUITY PROGRAM

Date	Subject/Program	Comments
10/18	Inservice	Faculty requested inservice in Jan on evaluating educational materials.
12/2	Math Anxiety Workshops	The Gazette needs the public service announcements 6 wks. in advance.
12/5	Catalogues	See R.V. in May about non sexist language format in catalogues.
2/3	Guest Speaker	Via Advisory Council: follow up on B.D. Squires: offered to do a workshop on women in electronics
	ETC....	

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FIGURE VI

EXAMPLE CONTINUOUS ASSESSMENT RECORD

SEX EQUITY PROGRAM

Date	Subject/Program	Comments

6 PUBLICITY

Preparing publicity materials which are free of sexual bias is not easy, but it can be accomplished! This chapter has been prepared to aid you in developing your ability to recognize and eliminate sexually stereotyped and discriminatory language and illustrations from material which might be released by the college.

I walked into my first boatyard with my tools and experience and the men just laughed at me. I didn't know anything when I first started working here. I put in my time as a grunt, scrubbing boat hulls for the first year. The chances are twice as good for a woman to get hired today as when I started. I really don't think the guys knew what it would be like to work with a woman.

Boatyard repair worker

PUBLICITY

A. GUIDELINES FOR AVOIDING SEX BIAS IN LANGUAGE AND ILLUSTRATIONS

Outlined below are some guidelines developed under the auspices of the Bureau of Occupational and Adult Education (BOAE). Consider them and follow them when developing or reviewing publicity (and curriculum!) materials.

LANGUAGE

DON'T

- use the generic "he" (or "she").
- use "man" or "woman" words; i. e., manpower, mankind, fireman, woman doctor, womanly, manly.
- use pejorative terms; i.e., chick, baby, hunk, housewife, girls, gal.
- make references to occupations based on tradition; i.e., nurses are women, police officers are men.
- make references to occupations based on the assumption that certain character and emotional traits are sex linked; (i.e., nurse, teacher, social worker are female roles because they are helping professions; air traffic controllers and mechanics are male roles because they are rational and unemotional).
- make references to occupations of males or females based on assumptions regarding family responsibilities; (i.e., the female must stay home and take care of the house and family and the male is the breadwinner.)

- assign leadership roles primarily to men; (i.e., the boss is a man; the secretary is a woman).
- view female (or male) workers as decorative objects; (i.e., the good looking receptionist).
- neglect men and women in their changing roles.

ILLUSTRATIONS

DON'T

- include illustrations which have an imbalance of males and females.
- use illustrations which use tokenism as a way of depicting nontraditional occupational roles.
- omit showing women (and men) in leadership roles.
- show women (or men) as decorative objects.

It is often difficult to assess language patterns for sexism. Therefore, the following examples from "Guidelines for Nonsexist Language in APA Journals" have been included to help illustrate some of the many instances of their misuse. Alternative examples of nonsexist wordings are also included.

Material adapted from: Stefan, A.M., Guidelines for Non-Sexist Vocational Materials. Final Report 1977.

GUIDELINES

Sexism in writing may be classified into two categories that are conceptually different: problems of designation and problems of evaluation.

Problems of Designation

An author must use care in choosing words to ensure accuracy, clarity, and freedom from bias. In the case of sexism, long-established cultural practice can exert a powerful insidious influence over even the most conscientious author. Nouns, pronouns, and adjectives that designate persons can be chosen to eliminate, or at least to minimize, the possibility of ambiguity in sex identity or sex role. In the following examples, problems of designation are divided into two subcategories: ambiguity of referent, where it is unclear whether the author means one or both sexes, and stereotyping, where the writing conveys unsupported or biased connotations about sex roles and identity.

Problems of Evaluation

Writing should be free of implied or irrelevant evaluation of the sexes. Difficulties may derive from the habitual use of cliches, or familiar expressions, such as "man and wife." The use of man and wife together implies differences in the freedom and activities of each, and evaluation of roles can occur. Thus, husband and wife are parallel, man and wife are not. In the examples that follow, problems of evaluation, like problems of designation, are divided into ambiguity of referent and stereotyping.

Examples of common usage	Consider meaning. An alternative may be better.	Comment
	A. Ambiguity of Referent	
1. The *client* is usually the best judge of the value of *his* counseling.	The *client* is usually the best judge of the value of counseling.	*His* deleted.
	Clients are usually the best judges of the value of the counseling they receive.	Changed to plural.
	The best judge of the value of counseling is usually *the client*.	Rephrased.
2. *Man's search* for knowledge has led *him* into ways of learning that bear examination.	*The search* for knowledge has led *us* into ways of learning that bear examination.	Rephrased, using first person.
	People have continually sought knowledge. The search has led them, etc. . . .	Rewritten in two sentences.
3. man, mankind	people, humanity, human beings, humankind, human species	In this group of examples, a variety of terms may be substituted.
man's achievements	human achievements, achievements of the human species	
the average man	the average person, people in general	
man a project	staff a project, hire personnel, employ staff	
manpower	work force, personnel, workers	
Department of Manpower	(No alternative.)	Official titles should not be changed.
4. The use of experiments in psychology presupposes the mechanistic nature of *man*.	The use of experiments in psychology presupposes the mechanistic nature of the *human being*.	Noun substituted.

Examples of common usage	Consider meaning. An alternative may be better.	Comment
5. This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and *men*.	This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and *humans*.	Noun substituted.
6. Issues raised were whether the lack of cardiac responsivity in the premature *infant* is secondary to *his* heightened level of autonomic arousal . . .	. . . responsivity in the premature *infant* is secondary to *the* heightened level . . .	*His* changed to *the*.
	. . . responsivity in premature *infants* is secondary to *their* heightened levels . . .	Rewritten in plural.
7. First the *individual* becomes aroused by violations of *his* personal space, and then *he* attributes the cause of this arousal to other people in *his* environment.	First *we* become aroused by violations of *our* personal space, and then *we* attribute the cause of this arousal to other people in *the* environment.	Pronouns substituted, *he* and *his* omitted.
8. Much has been written about the effect that a *child's* position among *his* siblings has on *his* intellectual development.	Much has been written about the relationship between sibling position and intellectual development in *children*.	Rewritten, plural introduced.
9. Subjects were 16 girls and 16 boys. Each *child* was to place a car on *his* board so that two cars and boards looked alike.	Each child was to place a car on *his or her* board so that two cars and boards looked alike.	Changed *his* to *his or her;* however, use sparingly to avoid monotonous repetition. *Her or his* may also be used, but it sounds awkward. In either case, keep pronoun order consistent to avoid ambiguity.
10. Each person's alertness was measured by the difference between *his* obtained relaxation score and *his* obtained arousal score.	Each person's alertness was measured by the difference between *the* obtained relaxation and arousal scores.	*His* deleted, plural introduced.

Examples of common usage	Consider meaning. An alternative may be better.	Comment
11. The client's husband *lets* her teach part-time.	The client's husband *"lets"* her teach part-time. The husband says he *"lets"* the client teach part-time. The client *says her husband "lets"* her teach part-time.	Punctuation added to clarify location of the bias, that is, with husband and wife, not with author. If necessary, rewrite to clarify as allegation. See Example 24 below.
	B. Stereotyping	
12. males, females	men, women, boys, girls, adults, children, adolescents	Specific nouns reduce possibility of stereotypic bias and often clarify discussion. Use *male* and *female* as adjectives where appropriate and relevant (female experimenter, male subject). Avoid unparallel usages such as 10 *men* and 16 *females*.
13. Research scientists often neglect their *wives* and *children*.	Research scientists often neglect their *families*.	Alternative wording acknowledges that women as well as men are research scientists.
14. When a *test developer or test user* fails to satisfy these requirements, *he* should . . .	When *test developers or test users* fail to satisfy these requirements, *they* should . . .	Same as Example 13.
15. the psychologist . . . *he*	psychologists . . . *they;* the psychologist . . . *she*	Be specific or change to plural if discussing women as well as men.
the therapist . . . *he*	therapists . . . *they;* the therapist . . . *she*	
the nurse . . . *she*	nurses . . . *they;* nurse . . . *he*	
the teacher . . . *she*	teachers . . . *they;* teacher . . . *he*	
16. woman doctor, lady lawyer, male nurse	doctor, physician, lawyer, nurse	Specify sex if it is a variable or if sex designation is necessary to the discussion ("13 female doctors and 22 male doctors").

Examples of common usage	Consider meaning. An alternative may be better.	Comment
17. mothering	parenting, nurturing (or specify exact behavior)	Noun substituted.
18. chairman (of an academic department)	Use *chairperson* or *chair* if it is known that the institution has established either form as an official title. Otherwise use *chairman*.	*Department head* may be appropriate, but the term is not synonymous with *chairman* and *chairperson* at all institutions.
chairman (presiding officer of a committee or meeting)	chairperson, moderator, discussion leader	In parliamentary usage *chairman* is the official term. Alternatives are acceptable in most writing.
19. Only *freshmen* were eligible for the project. All the students had matriculated for three years, but the majority were still *freshmen*.	(No alternative if academic standing is meant.)	*First-year student* is often an acceptable alternative to *freshman*, but in these cases, *freshmen* is used for accuracy.
20. foreman, policeman, stewardess, mailman	supervisor, police officer, flight attendant, postal worker or letter carrier	Noun substituted.

II. Problems of Evaluation

A. Ambiguity of Referent

21. The authors acknowledge the assistance of *Mrs. John Smith*.	The authors acknowledge the assistance of *Jane Smith*.	Use given names in author acknowledgments. When forms of address are used in text, use the appropriate form: Mr., Mrs., Miss, or Ms.
22. men and women, sons and daughters, boys and girls, husbands and wives	women and men, daughters and sons, girls and boys, wives and husbands	Vary the order if content does not require traditional order.

B. Stereotyping

23. men and girls	men and women, women and men	Use parallel terms. Of course, use *men and girls* if that is literally what is meant.

Examples of common usage	Consider meaning. An alternative may be better.	Comment
24. The client's husband lets her teach part-time.	The client teaches part-time.	The author of this example intended to communicate the working status of the woman but inadvertently revealed a stereotype about husband-wife relationships; see Example 11 above.
25. ambitious men and aggressive women	ambitious women and men or ambitious people aggressive men and women or aggressive people	Some adjectives, depending on whether the person described is a man or a woman, connote bias. The examples illustrate some common usages that may not always convey exact meaning, especially when paired, as in column 1.
cautious men and timid women	cautious women and men, cautious people timid men and women or timid people	
26. The boys chose typically male toys.	The boys chose (specify)	Being specific reduces possibility of stereotypic bias.
The client's behavior was typically female.	The client's behavior was (specify)	
27. woman driver	driver	If specifying sex is necessary, use *female driver*.
28. The *girls* in the office greeted all clients.	secretaries, office assistants	Noun substituted.
29. coed	female student	Noun substituted.
30. women's lib, women's libber	women's movement, feminist, supporter of women's movement	Noun substituted.
31. Subjects were 16 men and 4 women. *The women were housewives.*	The men were (specify) and the women were (specify).	Describe women and men in parallel terms. *Housewife* indicates sex, marital status, and occupation, and excludes men. *Homemaker* indicates occupation, and includes men.

A Final Word

Attempting to introduce nonsexist language at the cost of awkwardness, obscurity, or euphemistic phrasing does not improve scientific communication. An author should make clear that both sexes are under discussion when they are and should indicate sex when only one sex is discussed. Under no circumstances should an author hide sex identity in an attempt to be unbiased, if knowledge of sex may be important to the reader.

Any endeavor to change the language is an awesome task at best. Some aspects of our language that may be considered sexist are firmly embedded in our culture, and we presently have no acceptable substitutes. In English, the use of third-person singular pronouns is one example: the generic use of *he* is misleading, *it* is inaccurate, *one* conveys a different meaning, and *he or she* can become an annoying repetition. Nevertheless, with some rephrasing and careful attention to meaning, even the generic *he* can be avoided most of the time. The result of such efforts is accurate, unbiased communication, the purpose of these guidelines.

Suggested Reading

APA Task Force on Issues of Sexual Bias in Graduate Education. Guidelines for nonsexist use of language. *American Psychologist*, 1975, *30*, 682–684.

Burr, E., Dunn, S., & Farquhar, N. *Guidelines for equal treatment of the sexes in social studies textbooks*. Los Angeles: Westside Women's Committee, 1973. (Available from Westside Women's Committee, P.O. Box 24D20, Los Angeles, California 90024.)

DeBoard, D., Fisher, A. M., Moran, M. C., & Zawodny, L. *Guidelines to promote the awareness of human potential*. Philadelphia, Pa.: Lippincott, undated.

Harper & Row. *Harper & Row guidelines on equal treatment of the sexes in textbooks*. New York: Author, 1976.

Henley, N., & Thorne, B. *She said/he said: An annotated bibliography of sex differences in language, speech, and nonverbal communication*. Pittsburgh, Pa.: Know, 1975. (Available from Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221.)

Holt, Rinehart & Winston (College Department). *The treatment of sex roles and minorities*. New York: Author, 1976.

Lakoff, R. *Language and woman's place*. New York: Harper & Row, 1975.

Lerner, H. E. Girls, ladies, or women? The unconscious dynamics of language choice. *Comprehensive Psychiatry*, 1976, *17*, 295–299.

McGraw-Hill. *Guidelines for equal treatment of the sexes in McGraw-Hill Book Company publications*. New York: Author, undated.

Miller, C., & Swift, K. *Words and women*. Garden City, N.Y.: Anchor Press/Doubleday, 1976.

Prentice-Hall. *Prentice-Hall author's guide* (5th ed.). Englewood Cliffs, N.J.: Author, 1975.

Random House. *Guidelines for multiethnic/nonsexist survey*. New York: Author, 1975.

Scott, Foresman. *Guidelines for improving the image of women in textbooks*. Glenview, Ill.: Author, 1974.

John Wiley & Sons. *Wiley guidelines on sexism in language*. New York: Author, 1977.

Source: American Psychological Association Publication Manual Task Force. This material may be reproduced in whole or in part without permission, provided that acknowledgment is made to the American Psychological Association.

B. LEARNING AID (The TEST takes place when you write your own publications, materials, and speak your own words!)

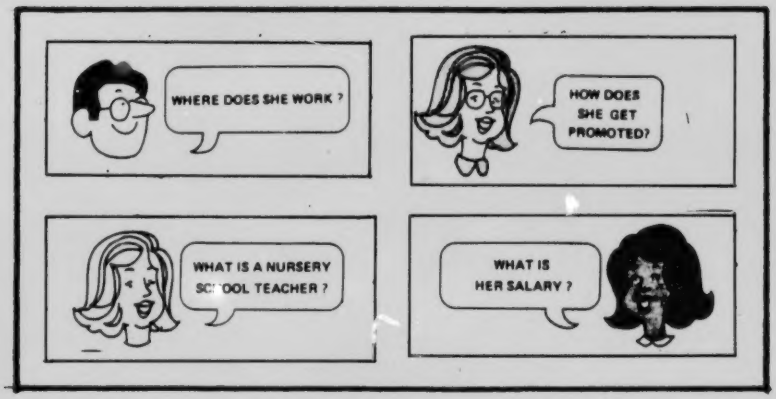
DIRECTIONS: Included on the next few pages are illustrations and examples of writing clipped from brochures collected from local campuses during the summer of 1980. Some, it must be noted, are in the process of being redesigned. They are merely included as illustrations, some exemplary and some not.

Look at the illustrations and read the text for each question. Then answer the questions based on your understanding of the Office for Civil Rights Guidelines and the Guidelines for Non-sexist Language.

Some suggested answers are provided for you after you have completed the test. Use them to compute your own score.

(QUESTIONS 1--6)

SUBJECT: EARLY CHILDHOOD EDUCATION



_____ (2 pts.) 1. How many men are pictured in the illustrations?_____

How many women are pictured in the illustrations?_____

_____ (1 pt.) 2. Are the illustrations gender balanced?_____

_____ (1 pt.) 3. What pronoun gender is consistently used?_____

_____ (2 pts.) 4. Would a male choose this program if he were seeking career opportunities?_____

Why or why not?_____

_____

_____ (2 pts.) 5. If you were an interested father would this brochure encourage you to take a course in Early Childhood Education?_____

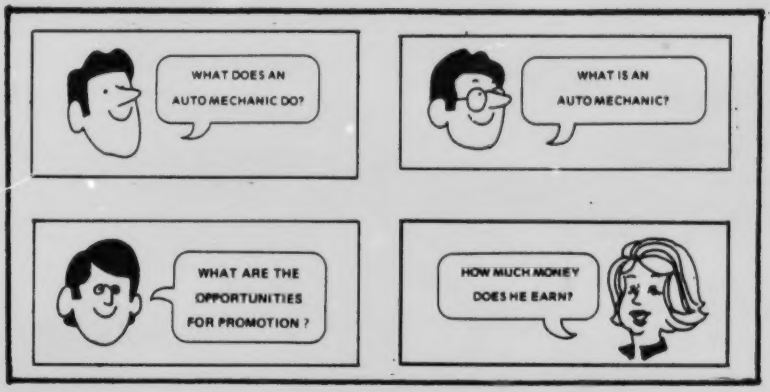
Why or why not?_____

_____

_____ (1 pt.) 6. Is this part of the brochure sex biased?_____

(QUESTIONS 7--11)

SUBJECT: AUTO MECHANICS


WHAT DOES AN AUTO MECHANIC DO?
WHAT IS AN AUTO MECHANIC?
WHAT ARE THE OPPORTUNITIES FOR PROMOTION ?
HOW MUCH MONEY DOES HE EARN?

_____ (2 pts.) 7. How many women are pictured in the illustrations?_____

How many men are pictured in the illustrations?_____

_____ (1 pt.) 8. Are the numbers of men and women illustrated balanced?_____

_____ (2 pts.) 9. Does the fact that the only woman pictured is inquiring about "how much he earns" reflect a gender stereotype?_____

Why or why not?_____

_____

_____ (2 pts.)10. If you were a woman who had mechanical skills or an interest in the subject, would you apply or inquire about this program after having seen this part of a brochure?____

Why or why not?_____

_____

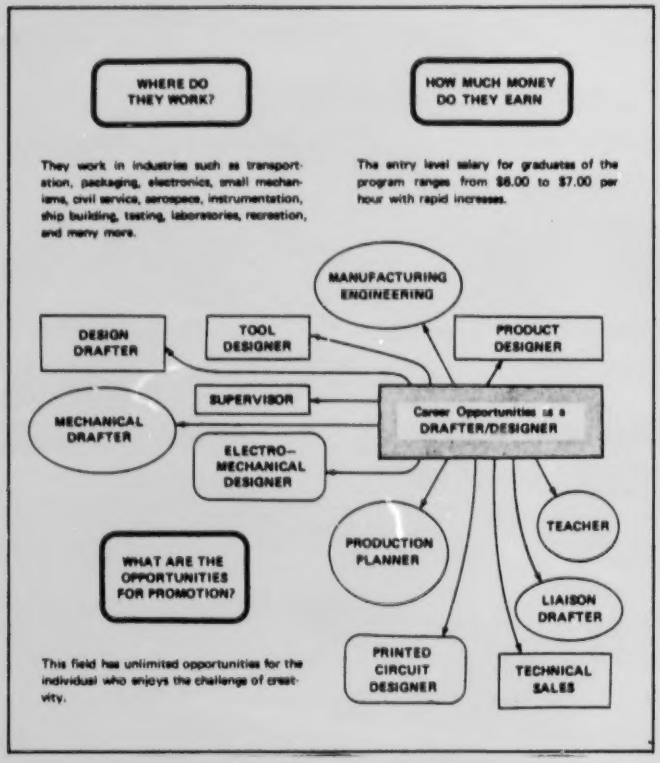
_____ (2 pts.)11. Is this brochure in compliance with the Office for Civil Rights Guidelines?_____

Why or why not?_____

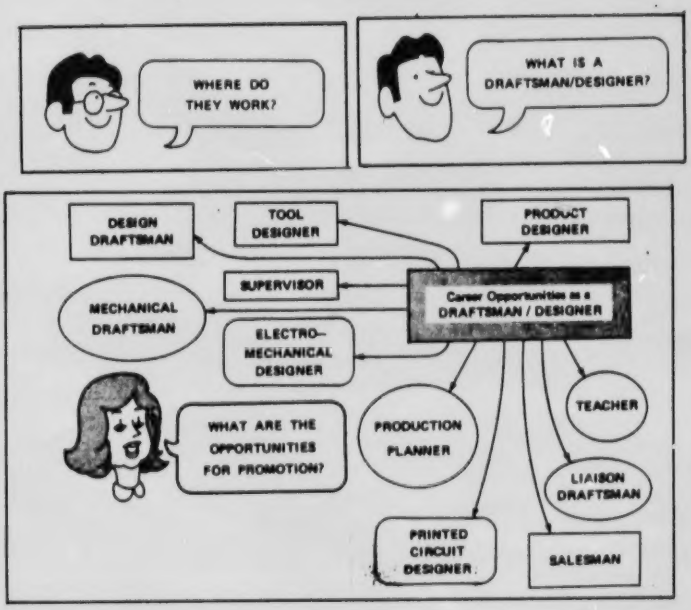
_____

(QUESTIONS 12--13)

SUBJECT: DRAFTER/DESIGNER


WHERE DO THEY WORK?
HOW MUCH MONEY DO THEY EARN
They work in industries such as transportation, packaging, electronics, small mechanisms, civil service, aerospace, instrumentation, ship building, testing, laboratories, recreation, and many more.
The entry level salary for graduates of the program ranges from $6.00 to $7.00 per hour with rapid increases.
MANUFACTURING ENGINEERING
DESIGN DRAFTER
TOOL DESIGNER
PRODUCT DESIGNER
SUPERVISOR
MECHANICAL DRAFTER
Career Opportunities as a DRAFTER/DESIGNER
ELECTRO-MECHANICAL DESIGNER
TEACHER
PRODUCTION PLANNER
WHAT ARE THE OPPORTUNITIES FOR PROMOTION?
LIAISON DRAFTER
PRINTED CIRCUIT DESIGNER
TECHNICAL SALES
This field has unlimited opportunities for the individual who enjoys the challenge of creativity.

1



2

____ (2 pts.) 12. Name two ways layout #2 is discriminatory.

a. _____

_____

b. _____

_____

____ (2pts.) 13. Name two ways layout #1 has corrected for the deficiencies.

a. _____

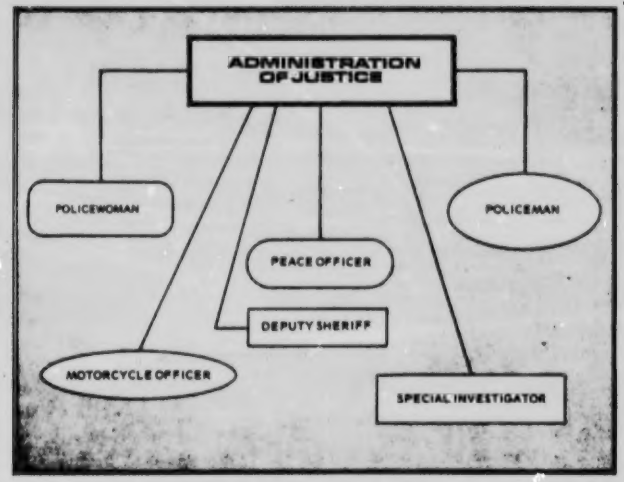
_____

b. _____

_____

QUESTIONS 14--16)

SUBJECT: ADMINISTRATION OF JUSTICE



AN EXCERPT FROM THE TEXT:

> Most sheriff's departments employ women deputies and large police departments have policewomen.

_____ (2 pts.) 14. Are "policeman" and "policewoman" of equal status as illustrated?_____

Why or why not?_____

_____

_____ (1 pt.) 15. What does the inclusion of the statement about the employability of policewomen say to women (and men) reading this brochure?_____

_____

_____ (2 pts.) 16. Would you label this brochure discriminatory on the basis of sex?_____

Why or why not?_____

_____

(QUESTIONS 17--19)

SUBJECT: VOCATIONAL NURSING

1

2

_____ (1 pt.) 17. Is illustration #1 gender balanced?_____

_____ (2 pts.) 18. Do you detect any sex biases in illustration #1?_____

If you answered "yes," list them._____

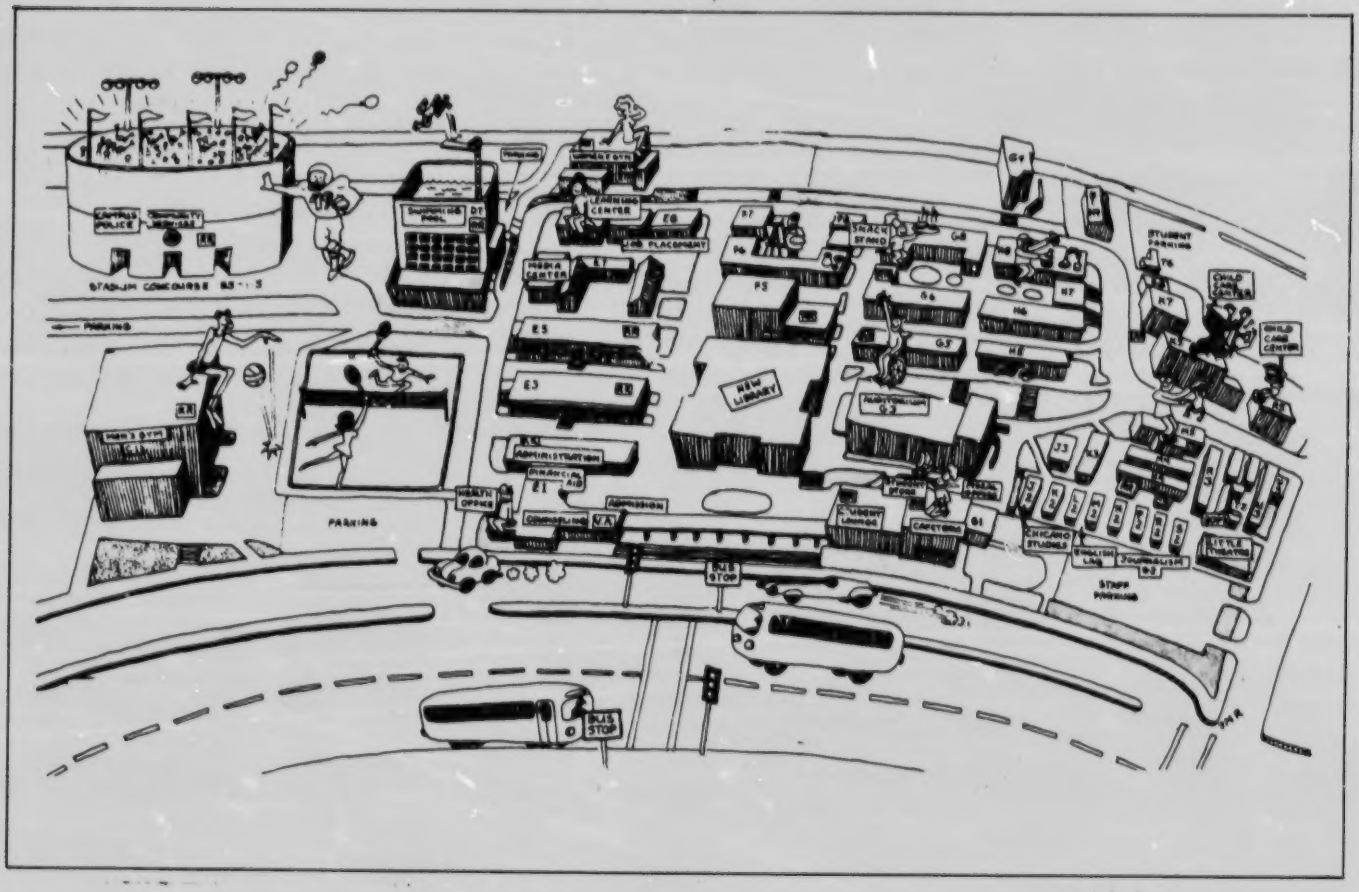
_____

_____ (3 Pts.) 19. Illustration #2 was included on an inside panel of the brochure. Is it gender balanced?_____ Does it change the image of vocational nursing as depicted on the first panel?_____

_____

(QUESTIONS 20--24)

SUBJECT: CAMPUS MAP



_____ (2 pts.) 20. How many women are represented on the map?_____

_____ (12 pts.) 21. How many men are represented on the map?_____

In what activities are the males engaged?

a._____

b._____

c._____

d._____

e._____

f._____

g._____

h._____

i._____

j._____

k._____

l._____

_____ (2 pts.) 22. In what activities are the females engaged?

a._____

b._____

_____ (2 pts.) 23. How does the illustration of the male at the men's gym compare to the illustration of the female at the women's gym?_____

_____

_____

What do the two illustrations communicate about men's and women's sports?_____

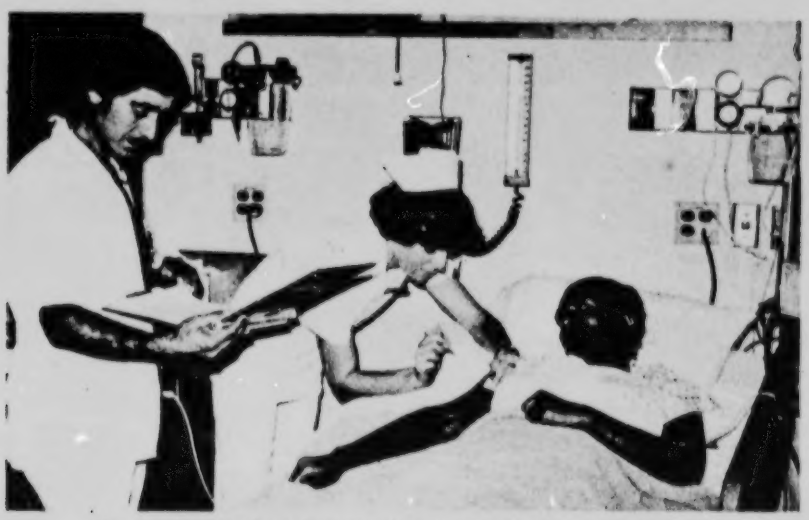
_____

_____

(1 pt.) 24. Based on the representation of women and men in the drawing, what would you estimate the ratio of males to females in attending this institution?_____

(QUESTIONS 25--26)

SUBJECT: NURSING



You can learn to be a Registered Nurse just like this young man and woman who are graduates of East Los Angeles College's Nursing Department now working in one of Southern California's most modern, up-to-date hospitals.

As a Registered Nurse you will be a member of one of the most challenging, demanding professions--medicine. The demand for nurses is great and ever increasing with the growth of medical technology.

(1 pt.) 25. Are these illustrations gender balanced?_____

(1 pt.) 26. Who is the doctor and who is the nurse?

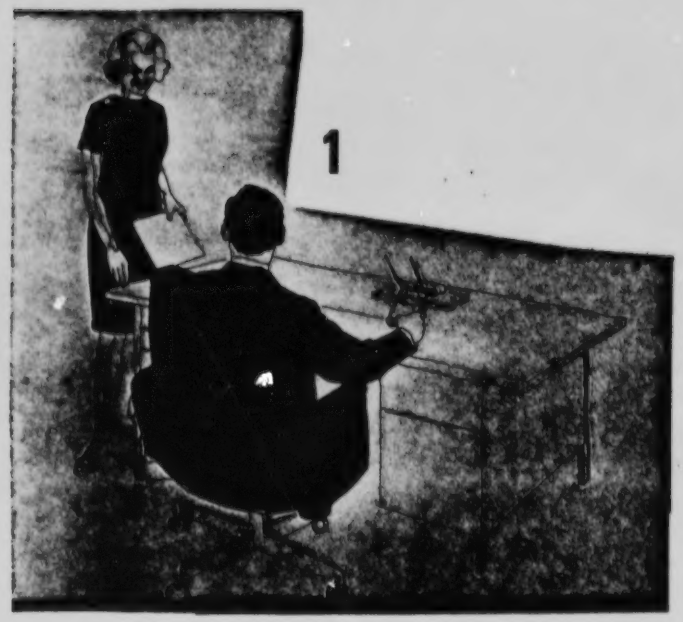
_____

_____

(1 pt.) 27. Is the language gender balanced?_____

(QUESTIONS 28--30)

SUBJECT: LEGAL SECRETARY



2

____ (2 pts.) 28. Is illustration #1 gender balanced?_____

Why or why not?_____

_____

____ (1 pt.) 29. What does illustration #2 communicate about a legal secretary?_____

_____

____ (1 pt.) 30. In illustration #1 is the female or the male the boss?

_____

(QUESTION 31: BONUS)

SUBJECT: ADMINISTRATION OF JUSTICE

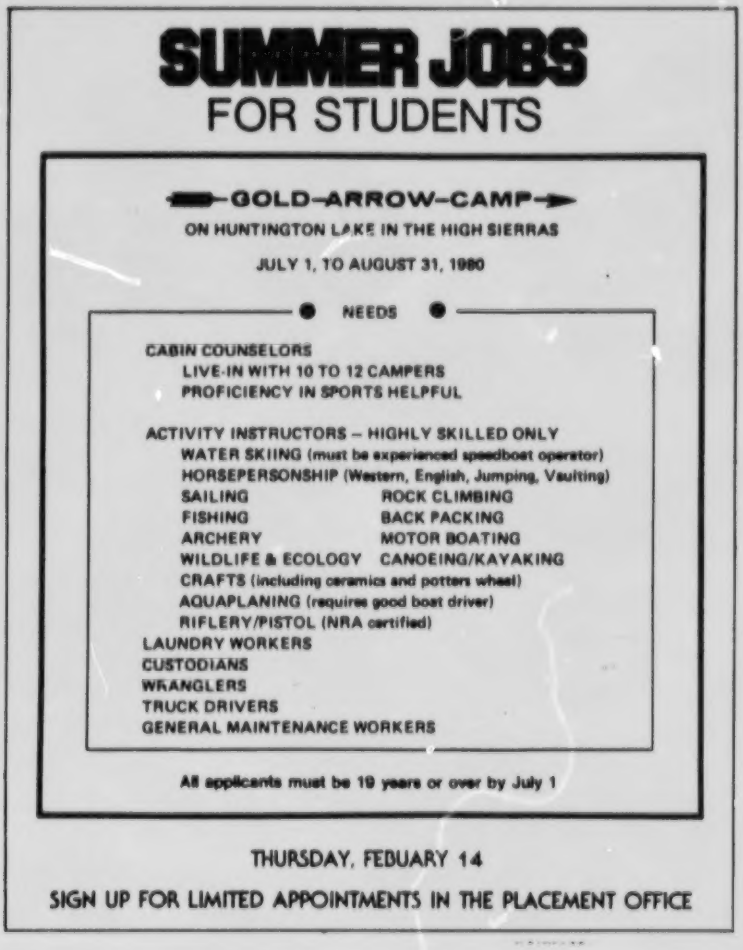
____ (1 pt.) 31. Comment_____

_____

Your Total Score ____ Points Possible 60

C. AN EXAMPLE

Producing materials which are free of discrimination is a difficult task. Many points of view must be considered before something is ready for release. However, it can be done. Included for your reference are some illustrations and some notices which appear to attain that objective.



SUMMER JOBS
FOR STUDENTS

GOLD-ARROW-CAMP
ON HUNTINGTON LAKE IN THE HIGH SIERRAS
JULY 1, TO AUGUST 31, 1980

NEEDS

CABIN COUNSELORS
LIVE-IN WITH 10 TO 12 CAMPERS
PROFICIENCY IN SPORTS HELPFUL

ACTIVITY INSTRUCTORS – HIGHLY SKILLED ONLY
WATER SKIING (must be experienced speedboat operator)
HORSEPERSONSHIP (Western, English, Jumping, Vaulting)
SAILING
FISHING
ARCHERY
WILDLIFE & ECOLOGY
CRAFTS (including ceramics and potters wheel)
AQUAPLANING (requires good boat driver)
RIFLERY/PISTOL (NRA certified)
ROCK CLIMBING
BACK PACKING
MOTOR BOATING
CANOEING/KAYAKING

LAUNDRY WORKERS
CUSTODIANS
WRANGLERS
TRUCK DRIVERS
GENERAL MAINTENANCE WORKERS

All applicants must be 19 years or over by July 1

THURSDAY, FEBUARY 14
SIGN UP FOR LIMITED APPOINTMENTS IN THE PLACEMENT OFFICE

CAREERS
FOR STUDENTS

— LOCKHEED —
California Company

Will be recruiting for the following
FULL TIME positions:

- JUNIOR ENGINEERS
- TECHNICAL WRITERS

AA Degree Required

Tuition reimbursement to continue your education.
Up to $300. per week to start.
Excellent benefits.

THURSDAY, OCTOBER 11

SIGN UP FOR LIMITED APPOINTMENTS IN THE PLACEMENT OFFICE

CAREERS
FOR STUDENTS

PACIFIC TELEPHONE

NEEDS
FULL TIME — ENTRY LEVEL
COMMUNICATIONS TECHNICIANS

One semester Electronic or Electro-
Mechanical Education or Experience required

* AA Degree desirable

* F.C.C. License desirable

Outstanding Career Opportunity
Equal Opportunity Employer

THURSDAY, JANUARY 24

SIGN UP FOR LIMITED APPOINTMENTS IN THE PLACEMENT OFFICE

CAREERS
FOR STUDENTS

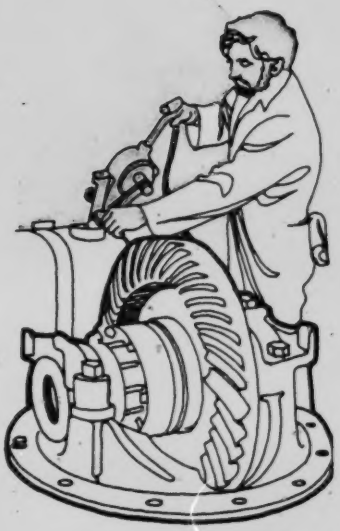
Start your career now with

Bullock's

SHERMAN OAKS NEEDS PEOPLE

***Interviews for full-time career oriented people who would like to become assistant dept. managers in merchandising will be held on campus**

WEDNESDAY MARCH 8
SIGN UP FOR LIMITED APPOINTMENTS IN THE PLACEMENT OFFICE



D. PUBLICITY HINTS FOR SUCCESS

1. Determine your funding source.
2. Then, plan ahead, way ahead! It always takes more time than you expected.
3. Publicity is salespersonship. Whether the medium is television, radio, newspaper or flyer, all publicity demands a clear objective.
4. Determine the single most important thing you want to say.
5. Answer the questions: WHO, WHAT, WHERE, WHEN and if space is available, answer WHY.
6. Read the copy aloud. Is it smooth or stilted? Is it visually stimulating? Is it discriminatory in any way? Does it grab the listener's (or reader's) attention and maintain it?
7. Use the GRAPHICS Department and the PUBLIC INFORMATION OFFICER located on each campus to assist you. Give them plenty of lead time. (They are a great source of talent, experience and information.)
8. Have it reviewed and proofed.
9. Have it approved (if necessary).
10. MEANWHILE, contact the establishment where the publicity is to run and find out the specifics and details of their publication requirements:
    a. Cost (billing procedures, gratis).
    b. Name of contact person.
    c. Give them your name and number.
    d. Deadline dates.

e. Sizes, medium and format of copy. (Get specific!)

f. Collection procedures (i.e., by mail or courier).

g. Publication date(s).

E. PUBLICITY STRATEGIES

Outlined on the next few pages is a list of publicity strategies which could be utilized and adapted to help attain the goals of sex equity.

1. Logo

Develop an identifiable logo for the sex equity program which can be included on all publicity. Ask the help of the campus graphic artist.

2. Theme

Develop a theme in conjunction with the identified goals for the program which is used repeatedly in publicity. It could be a monthly theme or a yearly theme.

3. Newspaper, Radio and Television

a. Seek out avenues of promotion through public service radio and television spots. Many community and ethnic papers and stations are happy to promote programs such as sex equity which are of service to their patrons. Use the campus Public Information Officer as a resource person.

b. Ask the student newspaper to interview and feature human interest stories on nontraditional students, personnel and community members.

c. Ask the journalism classes to scout out nontraditional individuals and interview them for class assignments.

d. Advertise the sex equity program and services in the student newspaper.

4. Written Publicity

a. Flyers. Distribute flyers at any large gathering especially rallies and big games.

b. Placemats. One clever idea is to print publicity on 8" x 14" paper so they can be used as placemats. Then distribute them to the college cafeteria or local coffee-shops. Everyone reads the placemat!

c. Pamphlets, brochures.
Develop pamphlets or brochures for the sex equity program or obtain a "spot" in vocational education or other college publications.

d. Posters. Have art and graphic students design them.

e. Banners. Paint a large banner which can be displayed on campus and at large gatherings or parades.

f. Bookmarks. Print bookmarks which advertise the program and distribute them in bookstores and libraries.

g. Sandwich boards. They walk and talk.

h. College publications, catalogues, registration materials.
Secure some space in these publications to inform people about the program and the assistance it offers.

i. Club and faculty newsletters.
Keep the program and its efforts in people'e minds by writing frequently in newsletters about the program's activities and progress on reaching its goals.

5. People to People

a. Telephone campaigns. Establish a network of volunteers and a pyramid system to inform individuals (especially undeclared majors) about upcoming events.

b. Scholarships. Involve the community and initiate the endowment of scholarships for nontraditional vocational education students.

c. Employers. Visit and distribute information at employing institutions to encourage continuing education and nontraditional careers.

d. Neighborhood canvassing. With the help of an informed network of volunteers visit and talk with people in local neighborhoods.

e. Guest speakers. Encourage informed sex equity proponents to speak at community functions and organizations.

f. Word of mouth. Talk about the program. Enthusiasm is contagious.

g. High schools. Have college personnel informed about sex equity visit the high schools during career development days.

h. Booths. Set up information booths at high schools, shopping centers, career days and during registration.

i Evening students. Make efforts to inform evening students as well as day students about sex equity activities and opportunities.

j. Language. Consider language and cultural characteristics in written materials.

k. Workshops, inservices. Offer workshops to inform individuals about the program to college personnel, student peer counselors and tutors, and community members.

l. Student clubs and organizations. Encourage informed individuals to speak or give workshops to the members of student clubs or organization.

m. Volunteers. Establish a network of volunteers to assist in workshops and publicity distribution.

6. Success

The best publicity is success. Use it.

F. SUMMARY

#1 WATCH YOUR LANGUAGE!

Don't use gender specific terms to include both males and females.

#2 IF YOU MUST USE ILLUSTRATIONS AND PHOTOGRAPHS:

a. Check to make sure that they are equally representative of both sexes throughout the publication.

b. Don't check just the number of women and men represented, but also look for subtle differences.

-who's drawn larger?

-who's represented by a brighter color?

-who's working actively?

-who's the "boss"?

-who's speaking or directing?

-who's decorative?

REMEMBER, even a well thought-out and written text can be destroyed by illustrations which are subtly discriminatory. A PICTURE IS STILL WORTH A THOUSAND WORDS!

PLAN AHEAD, publicity takes time and planning. Don't expect a newspaper or television station to run your news on one day's notice.

AND FINALLY! Please remember that the laws prohibit discrimination not only on the basis of SEX, but also on the basis of RACE, COLOR, RELIGION, NATIONAL ORIGIN, HANDICAP, MARITAL STUTUS, ANCESTRY, CREED, AGE, SEXUAL ORIENTATION OR VETERAN STATUS.

G. Answers to "Learning Aid"

1. One man.

   Three women.

2. No. Males and females are not equally represented.

3. Feminine (she, her).

4. No. A male would probably feel it was a program designed for females and would reject it on the basis of the wording and illustrations in the brochure.

5. Probably not. A male might be frightened away by the over representation of women in the brochure. He might also feel men were not welcome.

6. More than likely, yes. It presents the image that Early Childhood Education is for women only and dominated by women.

7. One woman.

   Three men.

8. No.

9. Yes. It sounds as if a woman's primary interest is in the monetary benefits of the job. In other words, is "he going to earn enough for her to spend"?

10. Probably not. Since the authors of the brochure used the pronoun "he," it implies that auto mechanics are only men. Also, the males are actively asking about the nature of the job, while the female is asking about a benefit quite removed from the knowledge of the work itself (auto mechanics).

11. No. The brochure is a promotional and recruitment activity which discriminates on the basis of sex. It clearly excludes or limits opportunities on the basis of sex.

12. a. "Man" is used in draftsman and salesman.
    b. The illustrations are not gender balanced (2 men, 1 woman).

13. a. The authors changed draftsman to drafter and salesman to technical sales. Both drafter and technical sales connote the same idea without being gender specific.
    b. The authors eliminated the caricatures which were not gender balanced, but still managed to ask the question.
    c. Also note: instead of using "he" and "she" the authors have substituted the pronoun "they" which is not gender specific.

14. Probably not. Differences are sometimes subtle. Even though the illustration is balanced, the use of different geometric shapes suggests there is a difference in status. In addition, the "policeman's oval" appears larger than the "policewoman's square."

15. It suggests that there is not equal opportunity for employment for all police.

16. Probably yes. Although not quite as apparent as in some of the other brochures, the points cited above are enough to classify it as gender biased.

17. Yes. Both the male(s) and female(s) are of equal number and intensity.

18. Maybe. It is not clear whether the male is a nurse or a doctor. He also appears in a somewhat more prominent position.

19. No
Yes.
It presents a female image which is not balanced by an equal male image.

20. Two women

Twelve men, one boy.

21. a. Playing piano.
b. Holding frog (scientific experiment).
c. Doing a scientific experiment.
d. Sitting in a wheelchair.
e. Cooking.
f. Painting.
g. Sitting.
h. Doctoring.
i. Football.
j. Diving.
k. Basketball.
l. Tennis.
m. Holding sign (boy).

22. a. Tennis.
b. Looking beautiful and sexy.

23. The man is portrayed playing basketball while the woman is portrayed looking "cute" and alluring. It communicates that men's sports are active while women's are passive.

24. Approximately six males to one female. In fact, however, there are many more women attending community colleges than men.

25. Yes.

26. Yes.

27. Even though the authors have achieved gender equity, the fact that the man is holding a stethescope might lead one (without having read the text) to the assumption that the woman is a nurse and the man a doctor. A stethescope is usually associated with a doctor (male or female) and the cap with a nurse (female).

28. No. Admittedly one male and one female are represented, but the woman clearly appears to be a secretary and the male an executive. Instead of working to alter gender stereotyping, this picture tends to reinforce it.

29. She is young, pretty, smiling and in short decorative.

30. Clearly the male.

*31. (Bonus). Traditionally a blindfolded woman holds the Scales of Justice. Why a woman, though? Does that imply that men cannot be just? And yet, judges have traditionally been males. Why?

7 INSERVICE TRAINING

Sample inservice training materials are contained in this section including a complete three-hour training program for vocational faculty.

I feel that I'm representing a new group of women by entering an occupation that has been closed to women in the past. I got hit with "Couldn't you get a woman's job?" at first, but I just decided to be persistent, assertive, and fair. It was discouraging in the beginning, but I've learned that I can interact on a whole new level and this has made me much stronger as a person. Physically stronger, too!

Tile Setter/Electrician
Electrician's Apprentice

INSERVICE TRAINING

Sex Equity Coordinators are sometimes called upon to speak to classes, faculty and staff or interested community members. This section contains materials and activities that may be useful in such endeavors.

When preparing a workshop, training session or speech, first consider who the audience is and how familiar they are with gender equity goals. Secondly, set forth objectives for the session (i.e., to provide basic information about gender equity laws and what is expected from college personnel; to raise people's consciousness about sex-role stereotyping). Be clear about what is to be accomplished. Thirdly, choose materials that are appropriate to the group and the objectives.

The first set of materials was developed for a three-hour workshop. Additional materials are included as examples of activities to be used for class visits.

LOS ANGELES PIERCE COLLEGE

Sex Equity in Vocational Education

PLANS FOR SUCCESS

Faculty Workshop

March 6, 1980

SCHEDULE

1. Introductions and Overview
2. Activity
3. Perspective
4. "Non-traditional" Students
5. Recruitment
6. Strategy Action Plan
7. Evaluation

Workshop Materials Prepared by:

Carol Rookstool, Director Project SEEK
Susan Miller, Educational Consultant
Richard Moyer, Coordinator Student Services
Eileen Sheff, Counselor
Donna Sillman, Educational Consultant

WORKSHOP GOALS AND OBJECTIVES

Long-Range Goal: The Pierce College Vocational Education Department will be in compliance with the Office for Civil Rights Regulations concerning gender equity in occupational programs.

Today's Goal: Each department will develop a plan for the recruitment of students into programs that are nontraditional for their sex.

Objectives:

Participants will understand gender equity.

Participants will be aware of compliance requirements of the law.

Participants will be aware of current Vocational Education Department recruitment activities.

Participants will be aware of recruitment resources available to them.

Participants will begin to establish a network of people at Pierce College who are interested in occupational aspirations of our students or potential students.

Facilitator: Use occupation of participants in the workshop you are leading.

Directions for "Who is D. A. Barrington?"

1. Divide participants into groups of four to five.
2. Hand out one set of directions to each group. If there are more than three groups, hand out duplicate directions as equally as possible.
3. Read the following instructions:

   In this game, there are no incorrect answers. Every response will be accepted. You are going to be working with a group of your peers to creatively tell the story of D. A. Barrington. All decisions are to be reached by consensus rather than by voting. As you create your group's character sketch, you must include Barrington's age, position and salary and any other pertinent information.
4. Groups have 10 minutes to create their sketches.
5. Each group should work independently.
6. Each group should select a reporter.
7. Put the following chart on a blackboard or large pad:

Age	Sex	Department	Salary	Other

8. Facilitator records sketches as group spokesperson reports on their sketch.

9. Discuss results.

David Allen Barrington, Vocational Educator

Townhouse Owner

Directions: Each group is being asked to decide, Who is D. A. Barrington?

Working as a group, please develop a two-minute character sketch that includes this person's age, position (job) and salary.

Appoint a reporter to tell your group's story.

Dorothy Ann Barrington, Vocational Educator

Townhouse Owner

Directions: Each group is being asked to decide, Who is D. A. Barrington

Working as a group, please develop a two-minute character sketch that includes this person's age, position (job) and salary.

Appoint a reporter to tell your group's story.

D. A. Barrington, Vocational Educator

Townhouse Owner

Directions: Each group is being asked to decide, Who is D. A. Barrington?

Working as a group, please develop a two-minute character sketch that includes this person's age, position (job) and salary.

Appoint a reporter to tell your group's story.

D. A. Barrington, Vocational Educator, Owns a Townhouse

1. Age:
2. Income:
3. Department:
4. Additional Facts:

Dorothy Ann Barrington, Vocational Educator, Owns a Townhouse

1. Age:
2. Income:
3. Department:
4. Additional Facts:

David Allen Barrington, Vocational Educator, Owns a Townhouse

1. Age:
2. Income:
3. Department:
4. Additional Facts:

GENDER EQUITY LEGISLATION

Provide workshop participants with a copy of any legislation or guidelines which would assist them in attaining sex equity goals. (Refer to Chapter 1 for a summary of legislation applicable to sex equity.)

DEFINITIONS OF TERMS

Supply participants with a copy of the definitions of any terms which are applicable to the workshop. (Refer to Chapter 2 for definitions of gender equity terms.)

VOCATIONAL EDUCATION

Current Recruitment Activities
(compiled from interviews with department heads)

AGRICULTURAL SCIENCE

- faculty meet with high school agriculture teachers at section meetings
- faculty speak to community service clubs
- slide presentations to high school agriculture classes and assemblies
- faculty attend local, regional, state and national conferences (contacts for placement--which later acts as recruitment)
- former students refer new students
- rodeo
- rodeo, livestock judging and horseback riding team
- brochures in Counseling Office
- tours of farm
- feature stories on department in trade magazines
- guest appearances on T.V. program "Agriculture Today"

BUSINESS ADMINISTRATION

- offer 7 a.m. courses to meet needs of working students (result of needs analysis)
- present fashion show at Sears
- recruit in business
- recruit in professional organizations
- teach course at Sears
- class assignment in Public Relations--bring in head of a business to talk to class
- invite community people to speak to students in classes

COMPUTER SCIENCE

- regular schedule of visits to high schools--special film shown, talk, question and answer period, students invited to visit Pierce.
- brochure sent to local industry announcing courses offered that semester.
- open house as part of vocational department activity--invitations sent to high school science, mathematics and vocational education teachers; speakers brought in from community; students work in class settings; tours given, questions answered.
- existing majors asked to visit old high school and invite students back for personal tours.
- work through Ina Geller--at least two human interest stories that emphasize curriculum offered in local papers per year.

EARTH SCIENCES

- keep departmental bulletin board up to date with notices of lectures, course offerings, etc.
- offer sampler courses through community services
- courses offered to high school teachers to accumulate salary points
- interesting brochures developed--used student artist to help with illustrations and layout
- print and post schedule of classes in department long before college's schedule comes out
- displays during registration
- retitled all courses to be more descriptive
- rewrote all course descriptions to be more appealing
- department name tags
- chairman encourages and supports recruitment activities

ELECTRONICS

- visit local high schools and talk to students
- display at malls
- recruit in personnel offices in local industry
- past students recruit
- chairman makes himself visible outside of school
- programs for high school seniors and juniors to take classes at the college
- faculty are encouraged to have high profile (via media) in community and on campus
- scholarship program set up where money from industry given to non-traditional students

INDUSTRIAL EDUCATION

- students from classes taken to local high schools to make presentations
- close contact maintained with high school and junior high school industrial education instructors
- direct mail flyer with one page listing of courses to be posted at local industries 4 to 6 times a year
- extensive mailing list developed to be used for publicity to help community awareness
- close contact with advisory board
- annual open house
- mandatory orientation class to expose beginning students to all facilities and programs offered by department
- all faculty are involved in above activities to foster group spirit--tasks are rotated
- each subdivision has own letterhead stationery for easy identification

NURSING

- students in program and graduates recruit by word of mouth in hospital settings
- local newspapers via classifieds do recruiting (large number of jobs available)

GENERAL COLLEGES RESOURCES

- Recruitment Specialist
- Public Information Officer (publications, media)
- Sex Equity Coordinator (sex equity, class no-shows, telephone survey)
- Institutional Researcher (community and student surveys)
- Art Department (layout, artwork)
- Journalism Department (copy)
- Business Department (marketing, PR)
- Counseling Department
- Records (District computer, special mailing)

_____ DEPARTMENT STRATEGY/ACTION PLAN FOR RECRUITING STUDENTS INTO PROGRAMS THAT ARE NONTRADITIONAL FOR THEIR SEX

1. Where are you now?

   (List recruitment activities for target group)

   (Barriers identified in previous session)

2. Where would you like to be by June 1? (What are your goals?)

3. Brainstorm all the possible strategies you can think of to reach your June 1 goals.

4. List the three strategies that are of greatest interest and/or have the highest likelihood of successful completion.

   1)

   2)

   3)

5. Develop one strategy into an action plan.

Strategy:

Anticipated limitations:

Actions to overcome limitations:

Steps to Implement Plan	Human/Material Resources Needed	Persons Involved	Date of Completion

EVALUATION OF PRESENTATION

1.	Were the goals of this session clear?	Very Clear 5	4	3	2	Vague 1
2.	To what extent were the goals met?	Fully 5	4	3	2	Not at all 1
3.	How well organized was the presentation	Very Well 5	4	3	2	Not at all 1
4.	How helpful will the presentation be to your work?	Very Helpful 5	4	3	2	Not helpful 1

5. What I found most useful was

6. What I would like more of is

7. What I would change is

8. Additional remarks:

A MAN FOR EVERY WOMAN, A WOMAN FOR EVERY MAN

For every woman who is tired of acting weak when she feels she is strong, there is a man who is tired of appearing strong when he feels vulnerable.

For every man who is denied the right to weep and be gentle, there is a woman who is tired of being called an "emotional female."

For every woman who feels tied down by her children, there is a man who is denied the pleasures of shared parenthood.

For every man who has not learned the satisfaction of cooking, there is a woman who has not learned the intricacies of the automobile.

For every man who must bear full financial responsibility for another human being, there is a woman who is denied meaningful employment or equal pay.

For every woman who takes a step toward her own liberation, there is a man who finds the way to freedom has been made a little easier.

SELF-ASSESSMENT OF SEX STEREOTYPIC BELIEFS

DIRECTIONS: Read each of the following statements and check the response that most reflects your general agreement or disagreement with it.	Generally AGREE	NEUTRAL	Generally DISAGREE
1. At work, women prefer to be subordinates rather than leaders.			
2. Women are more emotional and less objective than men.			
3. Men are better authority models than women.			
4. People do not like working for a woman boss.			
5. Jobs with stress are best filled by men rather than women.			
6. A wife's career is not as important as her husband's.			
7. Most married women work to escape boredom at home.			
8. Married women should stay at home and care for family needs.			
9. Women are not suited for outdoor work.			
10. Men handle physical jobs better than women.			
11. Jobs involving caring for others should be done by women.			
12. Men are not as creative as women.			
13. Women prefer passive work.			
14. Men, as opposed to women, act in an open, frank manner.			
15. Women like to gossip and spread rumors more than men.			
16. Men are more dependable on the job than women.			
17. Women are less likely than men to want to get dirty at work.			
18. Women need more encouragement on the job than men.			
19. Women are better suited to doing typing or dental hygiene than men because they have better finger dexterity.			
20. Women cannot be good architects because they lack spatial aptitude.			
21. Men are inherently better at math, physics, and chemistry than women.			
22. Women do not do well in jobs requiring mechanical aptitude.			
23. All occupations should *not* be open to both sexes.			
24. Performance standards for promotion should *not* be the same for both men and women.			
25. Men and women need *not* be paid the same for doing the same job.			

After you have completed this self-assessment, see the scoring sheet on the next page in order to compare your responses with stereotype belief patterns.

SCORING DIRECTIONS FOR SELF-ASSESSMENT OF SEX STEREOTYPIC BELIEFS

The 25 statements used in the self-assessment form address six areas of sex stereotyping that are common. Here they are:

I Items 1 to 5 refer to beliefs related to *Job Responsibility* and *Decision-Making* capacity of men and women.

II Items 6 to 8 refer to the relative *Importance of Work* to men and women.

III Items 9 to 13 refer to the suitability of *Types of Work* for men and women.

IV Items 14 to 18 refer to *Social Values and Behavior* on the job that are expected from men and women.

V Items 19 to 22 refer to assumptions about *Innate Abilities* and *Aptitudes* of men and women.

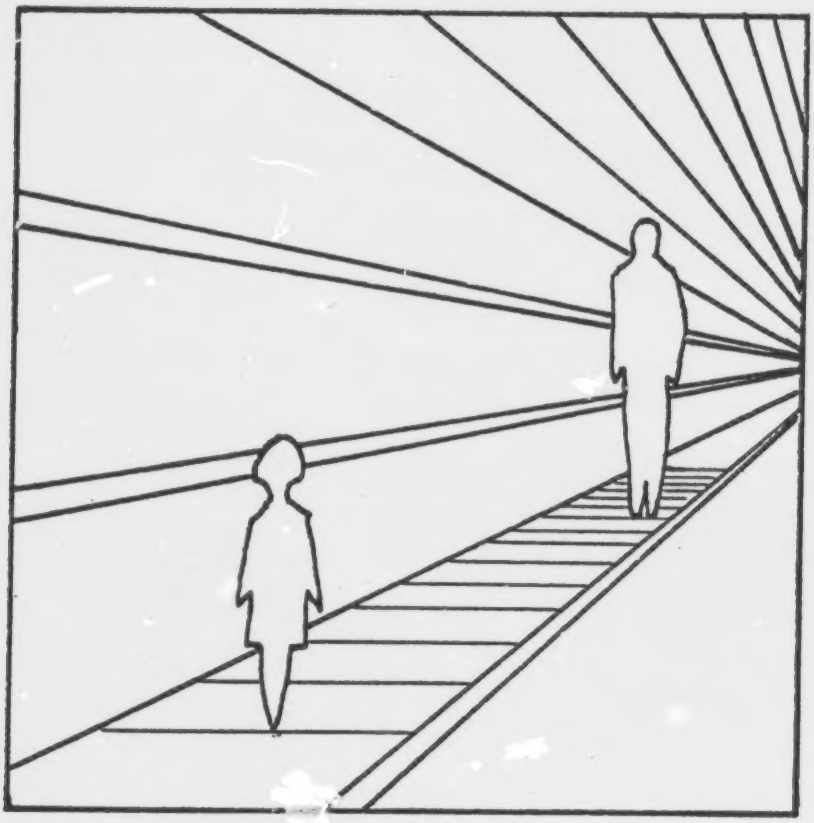
VI Items 23 to 25 refer to beliefs related to *Sex Equity* on the job.

To obtain a "nonscientific" picture of your sex stereotype belief on these topics, follow this scoring pattern. Give yourself 5 points for each item with which you generally AGREE; 3 points for each NEUTRAL response; and 1 point for each answer in which you generally DISAGREE. Use the following scoresheet for convenience in recording and tabulating your scores for each item.

Items	1	2	3	4	5	=	Total	÷ 5 =	Average Score (nearest tenth)
Items	6	7	8			=	Total	÷ 3 =	Average Score (nearest tenth)
Items	9	10	11	12	13	=	Total	÷ 5 =	Average Score (nearest tenth)
Items	14	15	16	17	18	=	Total	÷ 5 =	Average Score (nearest tenth)
Items	19	20	21	22		=	Total	÷ 4 =	Average Score (nearest tenth)
Items	23	24	25			=	Total	÷ 3 =	Average Score (nearest tenth)
							Total Points	÷ 25 =	Average Score Overall (nearest tenth)

Average scores higher than 3.0 may indicate that you may have sex stereotypic beliefs in the areas addressed by the statements.

Source: F. Carvell and Associates, Options and Opportunities. A Community College Educator's Guidebook for Nontraditional Vocational Program Improvement, 1980.



There are many things that we encounter in our daily lives that are not what they appear to be. Examine the two figures above.

1. Which is the larger?_____

2. Measure the male figure with a ruler. The male figure is _____inches.

3. Measure the female figure. The female figure is_____inches.

4. What did you find?_____

   Explain_____

This perception exercise is called an "optical illusion." It deals with the brain and the eyes. There are other illustrations that we deal with each day that are not optical but are "social illusions." A social illusion is something we perceive to be real but only because we are taught to think in stereotyped ways. We have ideas about jobs and who can do them, based on the sex-role stereotypes that we have been taught. Stereotypes are not a fair evaluation of a person's capabilities and the job requirements.

Source: Industrial Arts 10 Handbook, Los Angeles Pierce College, 1980.

SEX-ROLE STEREOTYPING ACTIVITY

Goals

1. To distinguish between thoughts and feelings about sex-role stereotyping.
2. To examine one's own reaction to sexism in a mixed group.

Group Size

One or more groups of 10 to 12 members, about equally divided between males and females.

Time Required

Approximately 90 minutes.

Materials Used

1. Sex-Role Stereotyping Scale for each participant.
2. Paper and pencils for each participant.
3. Two sheets of newsprint per group, felt-tip markers and masking tape.

Physical Setting

1. Large enough room to seat participants in a circle.
2. Adjacent areas for small groups to meet relatively undisturbed by others.

Process

1. Facilitator briefly explains goals of activity and the expectation that participants be open and honest.

2. Groups are given 15 minutes to perform the following tasks:

   A. Based on previous personal experience of members in the group, compile a list of decisions made that were influenced by the incident of being born male or female (i.e., the males in our family had a curfew that was much later than the females). Avoid generalizations not based on an actual experience by at least one of the group members. Record these on newsprint with the felt-tip markers--one sheet will contain female members' experiences; the other those of male members.

   B. Mark each item (+) or (-) as to whether it is considered by the group to be generally positive or negative toward the self image of that gender.

3. Each group posts their lists on the wall one at a time and reads them to the group. If specific items need clarification, questions may be asked.

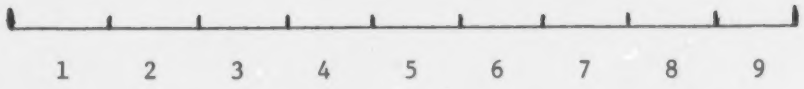
4. Each group member receives a copy of the Sex-Role Rating Scale and a pencil and rates each person in their group (including themself) from one to nine on sexism. These ratings are done <u>independently</u>, without prior discussion.

5. Each person writes the name and rating of every individual on a separate piece of paper. These ratings are then placed in a container or central location. The slips of paper are then distributed to the appropriate people for review and comparison with their self-rating.

6. The facilitator leads a discussion of the entire exercise, drawing out learnings related to the goals.

SEX-ROLE STEREOTYPING

RATING SCALE



Definition of Terms

1-2 Prefers males to be dominant--For example: males dominate conversation, their suggestions are more apt to be followed, females are submissive and retiring and adhere to double-standard sexually.

5 Practices equalization of the sexes--Neither group overshadows nor caters to the other. Self-realization possible for both sexes.

8-9 Prefers females to be dominant--For example: females dominate conversations, their suggestions are more apt to be followed, males are submissive and retiring, and females practice complete sexual freedom.

Material adapted from: University Associates, The 1973 Annual Handbook for Group Facilitators.

PRINCE CHARMING

Once upon a time there was a young man named Prince Charming. He lived in a castle with his mother and father. Prince Charming's mother did all the household chores while Prince Charming and his father fought dragons. Since dragon fighting was hard, Prince Charming and his father rested after work. Most evenings they looked at the Gladiator Contest of the Week while drinking their favorite mead. Prince Charming did not bother to learn how to do the household chores since he was sure he would marry a maiden who would take care of his castle forever. Luckily he fell in love and married Rapunzel, a woman with lovely long hair. Unfortunately after they were married, Rapunzel was drafted into the army and had to leave Prince Charming to take care of the castle and their three children.

Are you a Prince Charming?

1. I know how to cook meals.
2. I can wash, iron and mend clothes.
3. I would be able to take care of a baby.
4. I expect to be the sole breadwinner of my family.
5. I would be able to share household chores with a working wife.
6. I believe a woman's place is in the home.
7. I am realistic about how much money it would take for my family to live in the lifestyle I would like.
8. I would be a good shopper.

9. I would probably be a loving, caring, nurturing parent as well as disciplinarian.
10. I believe cooking and cleaning are "women's work."
11. I have definite ideas about what " a wife should do."
12. I would probably see my wife as a person with needs and interests rather than the role she plays.

CINDERELLA

Once upon a time there was a young lady named Cinderella. Cinderella was good at all household chores. Since she was sure a prince would come along and take care of her forever, she did not bother to learn any skills that would lead to gainful employment. Luckily a prince came along and married Cinderella. Since Cinderella was a fascinating, total woman, she believed she and her prince would live happily ever after (which wasn't too hard to do in those days since everyone was dead at 35). Things changed. Prince Charming took longer coming home from crusades than the other princes. When Cinderella confronted him, he told her that he was tired of being charming. He wanted to go to jester school and thus wouldn't be able to support the family. Cinderella suddenly found herself in a new role. Are you a Cinderella? Ask yourself the following questions:

1. Graduation from college is not important to me.
2. I stand up for myself.
3. The choices of careers I have considered are broad enough to be meaningful.
4. I am in a position or am making plans to be able to take care of myself.
5. I have a realistic idea of how much money it would take for me to take care of myself and my children.
6. I expect my husband to be the sole breadwinner.
7. I am realistic about the amount of money it would take to lead the lifestyle I expect to live in.

8. I have been encouraged to make minor repairs around the house.
9. My choice of career will give me the possibility of achieving my potential.
10. I would be dependent on alimony, child support or welfare.

8 REVIEWING EDUCATIONAL MATERIALS

Found in this section is an evaluation instrument for measuring sex bias and discrimination. It can be adapted to evaluate curriculum materials, lectures, publicity materials and audio visuals.

The hardest part is the transitional period-learning to be patient and being a beginner.
Metal worker

Project to Achieve Gender Equity

REVIEWING EDUCATIONAL MATERIALS

Visual appeal, readability, format, approach, vocabulary, and discriminatory practices are all variables which must be considered by the author or reviewer before presenting, purchasing or publicizing materials or programs. This chapter presents an evaluation tool for reviewing curricular materials, texts, lectures, and audiovisuals for sexist language and illustrations. All of the questions with slight modification can be applied to any medium.

SEX BIAS EVALUATION INSTRUMENT

Texts: Choose at least 10 pages equally spaced throughout the text on which to base your answers. Try to sample from each chapter. Include both written textual information and illustrations in your evaluation.

Audio Visual Material: Listen to an entire film or sample it regularly throughout. Don't limit yourself to the beginning and the end. Pay special attention to the settings used in the audio visual material.

Lectures: Tape record them and then review them as you would a text or have someone else listen to your delivery and review it. Make sure you also review supplementary audio visual material: overlays, slides, charts, etc.

Title of Material reviewed_____

Author_____ # of pages_____

Publisher_____

Date of Publication_____

Type of Material

/__/ Text

/__/ Audio Visual: Type_____

/__/ Lecture

/__/ Publicity

/__/ Handout

/__/ Pamphlet

/__/ Curriculum Unit

/__/ Other

Results of
Review_____

Reviewer _____

Do the results of the review agree with your own subjective rating of the material? _____ Explain_____

_____

_____

	Yes	No	N.A.*
1. Does the title have a female or male connotation?			
2. Are the main characters (or subject) mainly only men or women?			

* N.A. (Not applicable)

	Yes	No	N.A.
3. Are male or female terms used when the category should include both sexes (e.g., mankind, housewife, businessman)?			
4. Is the generic he or she used when the category should include both sexes (e.g., the teacher, she; the welder, he; the nurse, she; the worker, he)?			
5. Are women or men described by appearance or marital status (e.g., the attractive single vice president; the cute girl Friday)?			
6. Is either sex portrayed in a demeaning, stereotypic manner?			
7. Are occupations and roles presented as appropriate for only one sex?			
8. Can it be inferred that the boss, supervisor, executive and professional are males and that the support people: secretaries, aides and assistants are females?			
9. Are titles listed inconsistently for men and women (e.g., Queen Elizabeth and Dick Nixon, father of two; Senator Kennedy and Golda Meir)?			
10. Is tokenism apparent with only an occasional reference to women or men in non-traditional fields (e.g., one female electrician, one black male nurse)?			
11. Are only females shown or portrayed as passive or emotional?			
12. Are only males shown as capable, aggresive, in-charge and strong?			
13. Are opportunities overlooked to present a range of emotional traits for females and males?			
14. Are women and men assigned and portrayed in traditional roles (e.g., females as caretakers of the home and family; males as the breadwinner)?			

	Yes	No	N.A.
15. Is a man's or woman's marital status stated when it is irrelevant (e.g., Mr. Smith, Mrs. Brown)?			
16. Is information included about family relationships which is not relevant to the task (e.g., Sally Smith, wife and mother)?			
17. Are historical and biographical references made to only men's (or women's) achievements?			
18. Are men or women described in terms of their physical appearance?			
19. Are only men or women presented as dextrous and at ease with tools and machines traditional for that sex (e.g., women with sewing machines and typewriters; men with wrenches and lathes)?			
20. Do illustrations of one sex outnumber the other's?			
21. Do the illustrations represent mainly young attractive and preferred body types?			
22. When children are illustrated, are their behaviors and aspirations stereotyped?			
23. Are women and men drawn (depicted) in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed and as background figures?			
24. Are pastel colors and soft lines used when illustrating females and strong colors and bold lines used for males?			
25. Are charts and graphs biased by using stereotyped graphics or language?			
26. Are references to men and women not parallel (e.g., men and girls in the office)?			
27. Are women identified by their husband's name (e.g., Mrs. David Smith)?			

	Yes	No	N.A.
28. When a woman or man holds a nontraditional job is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?			
29. Are men shown as taller and more vigorous, while women are depicted as smaller and more fragile?			
30. Is subordinate terminology used (e.g., the settlers and their husbands and children, the pioneers and their wives)?			
31. Are historical sexist situations cited and not qualified when appropriate as past history which is no longer acceptable?			
32. Are quotes and anecdotes from women used as frequently as those from men?			
(Unit objectives) 33. Do objectives use "he" or "she" rather than the "student"?			
(Audio visual) 34. Are men's or women's voices used consistently to narrate?			

_____Total the "yes" responses.

21-34 Yes responses = Severely gender biased!!

11-20 Yes responses = Moderately gender biased!

1-10 Yes responses = Tendency towards gender fairness.

0 = Gender fair.

Material adapted from: "Gender Equity Rating Instrument" in Vocational Education Sex Equity in California, The State of the Art 1979-80, California State Department of Education and Chancellor's Office, California Community Colleges, (pp. I-19-23); and Stephan, A.M., Guidelines for Non-Sexist Vocational Materials. Final Report, 1977.

9 STUDENT SERVICES

Student Services play an integral part in the scheme to achieve sex equity goals. Included in this section are some activities student services personnel might be encouraged to perform.

I started as a teacher's aide in school, working with kids from kindergarten to 8th grade. I also had to relearn many things in order to apply them to the kids. I had to learn math all over again, and how to play children's songs on the piano. It's important to take as many courses as possible in special education and early childhood education. I found purpose and satisfaction in a job assumed to be for women only.

Preschool Teacher's Aide

STUDENT SERVICES

In order to achieve sex equity, all divisions of the college must work together towards that goal. Within the college's system for recruitment, retention and placement of nontraditional students, student services play a vital role. To ensure that the college is in compliance and striving to meet sex equity goals, student services personnel must be informed of and involved in the sex equity program.

Not only should student services personnel be an integral part of the sex equity program, but brochures should be developed which describe all student services, their locations and hours of service. These brochures should be available to all traditional as well as nontraditional students.

This section lists materials which should be reviewed periodically and activities which might be incorporated into campus life by different student services departments to assist the entire campus in becoming more sex fair.

Admissions/Records

Personnel in Admissions and Records might:

1. Review all catalogues and class schedules and ensure that they are free of sex biased or sex stereotyped language and illustrations.

2. Review all informational brochures/materials about instructional programs and ensure that they are free of sex biased or stereotyped language or illustrations.

3. Display publicity materials (posters/brochures) concerning sex equity programs.

4. Display student services brochures prominently.

5. Inform student workers and classified staff of the college's sex equity goals.

6. Ensure that student services personnel know about the program and to whom to refer students who need information about the sex equity program.

Counseling (Academic, Career, Personnel); Special (Handicapped) Services; Veteran's Services; Placement

Counselors might:

1. Replace or revise all sex stereotyped informational materials.

2. Eliminate all sex biased testing materials for determining personality traits and aptitudes. Develop and use testing materials free from sex bias.

3. Collect and maintain the most recent available information on employment perspectives.

4. Utilize data on employment patterns and projections to guide student choice without regard to sex role assignment.

5. Take an active role in the recruitment of nontraditional students into imbalanced vocational programs.

6. Provide counseling services to students and parents concerning nontraditional career opportunities.

7. Provide teachers, administrators, students and community members with materials on career choices available to both sexes.

8. Provide counseling services during the day as well as the evening.

9. Develop non-biased, multimedia presentations about vocational education programs offered at the school.

10. Cooperate with elementary and secondary school personnel in developing programs for their students that would expose them to occupations which are nontraditional for their sex.

11. Provide students with a list of the broadest range of employment opportunities that are possible and available from a basic core of skills.

12. Use current nontraditional students and recent nontraditional graduates in the recruitment process.

13. Develop a sex equity component for career development courses.

14. Provide opportunities for students to observe nontraditional role models.

15. Encourage students who must work to seek part-time employment in their majors.

16. Create a personal development course for nontraditional students.

17. Familiarize new students with the goals of sex equity during orientation programs.

18. Advertise services available to students.

19. Refer to employment opportunities using gender-free terminology.

20. Encourage students to try employment opportunities which are nontraditional for their sex.

21. Educate employers about the Equal Opportunity Employment Guidelines.

22. Encourage faculty to support the Equal Opportunity Employment Guidelines when recommending students for employment.

23. Encourage all students to consider seriously all programs of study and to make choices based on their interests and talents rather than on their sex.

24. Provide special programs to students to help overcome the effects of past discrimination (i.e., assertiveness training, male liberation).

25. Sponsor programs that make use of former students, faculty, staff and community people who have worked in vocational areas that are nontraditional for their sex.

26. Include vocational facilities on all campus tours.

27. Develop a program for students who have not declared a major in which they can consider nontraditional vocational programs as part of their career exploration.

28. Use community people who work in nontraditional jobs as career advisers.

29. Conduct special job hunting/interviewing seminars for students who are, or will be pursuing nontraditional jobs.

30. Visit vocational facilities and classes to become familiar with course offering, programs, demands on students, etc.

31. Invite students on academic probation to individual and/or group counseling sessions.

32. Provide inservice training on sex equity for all peer counselors and classified staff, so that appropriate referrals can be made.

33. Send nontraditional role models to recruit in the high schools or to high school college fairs.

34. Provide at least one counselor who specializes in working with students in programs that are nontraditional for their sex.

35. Visit vocational classes and facilities to meet nontraditional students. Survey them to see if their needs are being met by the college.

36. Provide information on all vocational and sex equity programs to high school recruiters.

37. Offer ongoing support groups for students enrolled in courses which are nontraditional for their sex.

38. Be familiar with sex equity goals.

39. Develop a sex fair placement process for students in vocational programs that are nontraditional for their sex.

Financial Aid/EOPS

Personnel in Financial Aid and EOPS might:

1. Develop scholarships for students in vocational programs that are nontraditional for their sex.

2. Provide inservice training for peer counselors and classified staff about the goals of sex equity so that appropriate referrals can be made.

3. Develop financial aid informational packets that are distributed during orientation, available in the admissions office and taken to high school visitations.

Student Activities and Organizations

Students and sponsors of student organizations might:

1. Initiate club(s) for students enrolled in nontraditional programs

2. Review constitutions (operating procedures) of all student clubs for sex discrimination.

3. Invite men and women in nontraditional careers or practicing nontraditional life-styles for their sex (i.e., househusbands) to speak to student groups.

4. Conduct an inservice training session for campus leaders on the goals of sex equity.

Study Skills Center

The Study Skills Center staff and tutors might:

1. Work closely with the vocational education staff.

2. Develop tutoring sessions or seminars for introductory vocational education courses that cover machines, tools, vocabulary, safety, etc.

3. Provide male and female role models in all subject areas.

4. Publicize services.

5. Provide inservice training for peer tutors and classified staff so that they are aware of sex equity goals.

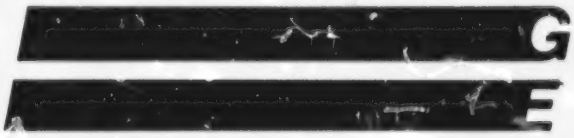
6. Work with the math department faculty to develop math anxiety workshops.

10 WORKING WITH OTHERS

Attaining the goals of sex equity is the responsibility of the entire community--a process that requires working with others. This section provides some thoughts on interpersonal communication and the Sex Equity Coordinator as consultant.

I do engraving, blueprint reading, and operate machines. I work mostly with men and I have to cope with certain resentments from my co-workers like "You make good money for a woman." My attitude is that I'm here to do the best job I can do. Most of my fellow workers are like that, too, and try to understand why I'm here. I think that all of us need help in human relations-learning how to get along with each other.

Aircraft worker



Project to Achieve Gender Equity

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WORKING WITH OTHERS

Working with others on the goals of sex equity, while often gratifying, can sometimes be frustrating. "Change agents" ask people to alter their behavior in ways that may be difficult for them. Years and years of stereotypic beliefs and actions aren't easily discarded. Research on change suggests, however, that there is a positive relationship between the amount of involvement in the change process and the chances for success. In other words, spending time to involve people in meeting the goals of sex equity from the beginning planning stages through the implementation and evaluation stages increases the chances of making your campus sex fair.

It is important to remember that meeting the goals of sex equity is not the responsibility of just the Sex Equity Coordinator or the Coordinator and a small group of concerned individuals. It is the responsibility of the entire college community. That means the involvement of others--many others. Others with varying beliefs, attitudes, and styles. A Sex Equity Coordinator's ability to work with others, adaptability, and positive attitude are often the pivotal factors in the change process.

The following pages contain some helpful hints for interpersonal communication, coping with the change process, and consulting.

LISTENING AND LEVELING:
BASIC SKILLS FOR COMMUNICATION

LISTENING

Listening is a difficult art. To understand another person, one must resist the quick impulse to judge whether what they say is wrong or important. Assume that what they say makes sense to them; listening means working to find out how what seems odd to you can make sense to them.

Not listening means not crediting the other person with making sense to themself. It implies a degree of contempt. Warning signs that you may be conveying contempt to another are:

1. Thinking of what you are going to say next, rather than trying to understand them.
2. Dominating the discussion, rather than encouraging their participation.
3. Ignoring their remarks by changing the subject.
4. Trying to "trip them up" by demonstrating that their views are foolish or inconsistent.

All these behaviors put the other person under pressure, making it difficult for them to tell you why they feel the way they do and in what ways they make sense to themself, thereby cutting the listener off from learning their real concerns. Both parties leave a meeting convinced that the other is unreasonable. Little headway is made on changing attitudes or opinions.

LEVELING

Other people rarely understand what we say. A simple test is to ask another person to repeat what they heard us say. They will almost never be able to restate what we said to our complete satisfaction.

We each view our position as sensible, as based on real experiences, as an honest expression of what we believe. Others, however, often react as though none of this is true: they can't see our good sense, or they think we're making wild assumptions, or they believe that we're speaking from ulterior motives.

One problem may be that they're not listening. Another may be that we are not leveling. Leveling means to express as fully as possible the experiences, thoughts, and feelings that make our views sensible to us. Unless we do so, we are asking others for an act of faith; to view us without evidence as just as sensible, realistic, and honest as we view ourselves. Below are factors that block leveling:

1. Since the reasons for our views are evident to us, we assume that they should be evident to others. Even if not, we expect that others should trust in our good judgement.

2. We are reluctant to assert our claim for another person's or a group's time in order to explain our views fully, especially if we feel that others are not prepared to listen.

3. We avoid exposing our feelings by describing our concern too matter-of-factly or by attributing them to third parties. We therefore mislead others about the real importance to us of what we are saying.

The price of failing to level is that our concerns will either be ignored or misunderstood. If we find ourselves blaming others for being insensitive or for making us go around in circles trying to understand, we ought to ask: are we failing to level, to express the concrete experiences and feelings that underlie our concerns?

A general rule for improving mutual understanding: When listening, the task is to discover how the other person makes sense to themself. When leveling, the task is to express to others how we make sense to ourselves.

Adapted from: League of Women Voters of Massachusetts, 1971.

DEALING WITH THE CHANGE PROCESS

1. Remember that change is a continuous process.

2. Build readiness for change among those persons who will be affected by it by involving them in the planning process.

3. Maintain continuous communications with those who are participating in the planning and implementation of needed changes.

4. Select only the strategies that are suited to the identified needs or established goals for improved sex equity rather than numerous unrelated activities.

5. Select and use strategies that are mutually supportive and form a comprehensive approach.

6. Limit the number of strategies to be implemented at one time by the same individuals. Leave everyone some energy to do the other things that are demanded of them.

7. Start with a few small or highly visible strategies and get them moving so that some determinable results can be seen. This will help sustain larger or long-range changes that may be undertaken.

8. Provide sufficient group meetings for those responsible for implementing strategies so that problems and progress can be discussed. This helps people exchange ideas and gain support for what they are doing and may keep small problems from becoming large ones.

Source: F. Carvell and Associates, Options and Opportunities. A Community College Educator's Guidebook for Non-Traditional Vocational Program Involvement, 1980.

THE SEX EQUITY COORDINATOR AS CONSULTANT

In any consultative relationships where a person or persons are trying to solve problems or develop plans and another person or group is trying to help these efforts there are two major dimensions:

1. Working toward the solution of the problem;
2. the relationship between the helper and the person being helped.

Sex Equity Coordinators may be called upon to enter such relationships in fulfilling their responsibilities. In order to be effective it is important to understand the nature of this relationship. If called in to "help," the first step is assess the situation and goals of the person(s) being helped. Also recognize the limits of available resources in that particular situation. Above all remember that help is never really help unless and until it is perceived as "helpful" by the persons on the receiving end.

THE RELATIONSHIP

When consultative relationships begin, there are usually a number of attitudes and feelings that are revealed by the person(s) receiving assistance. Below are some of the more common ones (which are often the most difficult to deal with).

1. A feeling that the consultant is outside the problem and can't possibly know what they're going through.
2. Resistance to change--fear, uncertainty of the unknown, concern about potential danger or loss of status if failure results from the change, or plain inertia.
3. Unclear roles/status of consultant--not sure of consultant's authority limits and if they are going to take over, punish for their failure to cooperate or make them look bad in their supervisor's eyes.

4. A desire to get action/see results immediately--is more expected of the person because they are getting help?

5. Feelings of dependency--not wanting to rely on someone.

Keep these in mind and try and understand the difficulties from the standpoint of the person receiving help. It is hard for most people to admit that they need assistance. People are often unaware of (or reluctant to face) the part they play in the problem at hand. Moreover, no one likes to be told how to run their show.

PROBLEM SOLVING

To solve problems it is necessary to be aware of the various phases of the problem solving process.

1. Identification of needs or defining the problem.

2. Setting goals and objects based on the identified needs.

3. Designing strategies to meet the goals and objectives based on available resources.

4. Taking action on the strategies.

5. Evaluating how effective the strategies were and planning next steps.

Material adaped from: R. Beckhard, The Leader Looks at the Consultative Process, Leadership Resources, Inc., 1972.

DO'S AND DON'TS FOR CONSULTANTS

DO

1. Act in ways which enable the person receiving help to trust you and to be critical of you. Act in ways which permit them to influence you as well as to receive influence from you.

2. Focus your attention on a joint exploration of the actual problem.

3. Listen! This may be as important as giving information--and it helps to create an atmosphere of "thinking along with," rather than "telling."

4. Try to determine what you can do to reduce the threat you may be to the other person.

5. Try to be non-judgemental of the person receiving help.

6. Remember that help is only help as perceived by the person on the receiving end!

DON'T

1. Get trapped into a "telling" role. This is especially common where the person asking for help is over dependent.

2. Take advantage of the helping situation to show how bright, knowledgeable and experienced you are.

3. Meet defensiveness with pressure and argument about the facts. This usually increases defensiveness and decreases the possibility of "leveling" between the helper and the person being helped.

4. Confuse helping with reassuring or overpraising the person to be helped.

Source: R. Beckhard, The Leader Looks at the Consultative Process, Leadership Resources, Inc., 1972, pp. 5-6.

11 STATE SEX EQUITY PROJECTS

This section contains a listing of specially funded sex equity projects concerning community colleges.

Nobody really guided me into this. I knew electronics was where the jobs were, so I just went and got my training.

Electronics Technician

Project to Achieve Gender Equity

STATE SEX EQUITY PROJECTS

These community college related projects were found in Vocational Education: SEX EQUITY IN CALIFORNIA, THE STATE OF THE ART, 1979-80, published by the California State Department of Education and Chancellor's Office of the California Community Colleges. Project directors' names and numbers are included where they are known.

Because the projects were not easily categorized into functions, they have been coded for quick reference using the following code:

A - Curricular Materials
B - Research
C - Counseling Programs/Materials
I - Information
P - Publicity/Recruitment Programs/Materials
R - Retention Programs/Activities
T - Training
W - Placement Activities

I Equal Access in Vocational Education Systems (EAVES)

This project will maintain a sex equity network; publish a bimonthly newsletter; inform network members of input meetings on the Annual Program Plan and Accountability Report; establish a sex equity clearinghouse; review materials and publications for sex fairness; identify exemplary programs and provide descriptions of those programs to local education associations; provide articles, radio, and TV spots to media.

Project Director: Dr. JoAnn Vasquez
(408) 984-4518

T Vocational Education Equity Project (VEEP)

This project provides a systematic, quality statewide program of inservice training on elimination of sex bias, stereotyping and discrimination in the secondary and community college systems. There will be a model inservice education program developed which will: provide inservice training for all vocational education state staff; provide 21 workshops for community college vocational educators and 30 workshops for secondary vocational educators; and provide for the evaluation of each workshop and the entire project.

Project Director: Dr. Barbara A. Peterson
California State University, Fullerton

IP Jack and Jill of All Trades

This project will develop recruitment posters and brochures for each program area; develop and disseminate a booklet describing the sex equity activities of the State Department of Education and Chancellor's Office; and develop and disseminate a brochure on sex discrimination and employment.

Project Director: Kay Pacheco
(415) 881-6196

PRTW Community College Plans to Achieve Gender Equity (CC-PAGE)

Seven geographic consultants will provide technical assistance to the colleges within their area. Each community college will identify programs that enroll 80% or more of one sex. Faculty of those programs will attend workshops to assist them in recruiting, retaining, and placing the nontraditional student.

Project Director: Dr. Virginia Lockhart
Foothill-DeAnza Community College District
(415) 948-8590 Ext. 408

IT Development of Handbook and Workshop Materials on Sex Bias in Vocational Education and Conduct of Inservice Training Community Groups

This project will provide information on vocational education to organizations concerned with the elimination of sex bias and sex stereotyping in vocational education. A handbook on vocational education and sex equity will be developed, followed by workshops reaching approximately one thousand representatives of community organizations.

Project Director: JoAnn L. Chandler
Equal Rights Advocates, Inc.
(415) 441-2618

IT The Development of Written Materials for, and Conduct of, Inservice Training for Vocational Education Administrators in the Elimination of Sex Bias

This project will develop an up-to-date handbook for the use of vocational education administrators in the analysis of sex bias problems and in the formulation of solutions to those problems. The handbook will offer an accessible summary of possible approaches to sex bias problems and a listing of outside resource groups with particular skills in this area. In addition, the project will develop workshop materials and conduct workshops which will provide inservice training for administrators from all types of institution training programs.

Project Director: JoAnn L. Chandler
Equal Rights Advocates, Inc.
(415) 441-2618

I Resource Bank for Overcoming Sex Bias and Stereotyping in Vocational Education

This project will develop and disseminate a resource list of community and women's organizations, educational institutions and federally funded projects that address the needs of women in the state. The thrust of the project will be to focus on the identification of human resources available to address the issues surrounding sex discrimination in vocational education.

Project Director: Alba I. Moesser
Minority Affairs Institute, Inc.
(714) 751-8212

IPRTW Identify Activities That Will Eliminate Sex Stereotyping and Result in a More Equitable Male/Female Distribution in Vocational Occupations

The project will recruit and enroll students in occupational programs in which traditionally they have not participated because of sex stereotyping. A survey will be made of the needs of local business and industry resulting in the formation of advisory committees, scheduling of field trips and seminars, and the production of a recruitment brochure. Inservice training sessions will be held to involve instructors of identified instructional areas, placement and counseling personnel, representatives from business and industry and students.

Project Director: Carol Rookstool
Los Angeles Pierce College
(213) 347-0551 Ext. 452

P Promote Sex Equity in Vocational Career and Guidance Programs

The Sex Equity in Vocational Programs project will produce printed and multimedia materials designed to enhance sex equity in educational programs in general and four types of apprenticeship programs specifically. These materials will be in the form of booklets, already published, to be purchased; five brochures to be created; and five slide-tape programs to be created. An advisory board will be convened to provide guidance and to aid in evaluation throughout the project's duration.

Project Director: Biran Bates
Los Rios Community College District

C Research for Women: Sex Stereotyping, Nontraditional Jobs and Vocational Training

The project will examine and analyze the feasibility of developing a training curriculum and program for poor and minority women and displaced homemakers to reduce the barriers to employment of women in nontraditional jobs.

Project Director: Jesse F. McClure
California State University, Sacramento
(916) 454-6121

CP Women's Way Vocational Resource Program

The project will provide a replicable model for the advancement of effective vocational education and improve the equality of educational opportunities for women by developing sex-fair vocational resource materials and counseling methods. Products of the project will be widely disseminated.

Project Director: Myra K. Terziev or Karl Pullen
Women's Way, Inc.
(415) 453-4490

PW Recruit Women Who Are Employed in Nontraditional Occupations and Train Them to Become Occupational Teachers

This project will develop promotional recruiting material for Bay Area newspapers and trade journals, recruit qualified women, arrange Phase I teacher training, develop prospective placement of graduates and assist teacher trainees to prepare for/to seek part-time trade teaching.

Project Director: Sue Cobble
San Jose Community College District

BI Research Project to Identify, Analyze, and Disseminate Information About Opportunities for Males and Females in Nontraditional Occupations

The three purposes of this project are to identify, analyze, and disseminate data about opportunities in nontraditional occupations. They are based on three major goals to improve the quality and availability of such materials for vocational programs in the state. These are (1) to conduct a thorough and comprehensive research effort on the employment patterns and trends in California which will contribute to a definition and identification of such occupations; (2) to systematically and objectively analyze factual and attitudinal information about the opportunities in such fields and to describe the demands and impact of such occupations on the men and women who hold them; and (3) to assemble, package, and disseminate useful information for teachers, counselors and students involved in

preparatory programs for such occupations.

Project Director: Dr. Fred Carvell
Carvell Education Management Planning
(415) 941-9118

T Inservice for Teachers and Administrators Regarding Sex Equity (To Include Regulations and Affirmative Action Programs) VEEP

This is a Cycle III of the VEEP project effort. The purpose of the Cycle III workshops will be to select from the three thousand secondary and postsecondary personnel who have attended the Cycle II workshops, approximately 300 trainers who are willing to take the responsibility for providing future inservice training on their campuses for the 1979-80 year. It will be the job of the trainers who attend the Cycle III workshops to develop and adapt the information and materials which have been prepared by the state and program staff and distributed at all the Cycle I workshops and Cycle II workshops so that they will be appropriate for use on their own campuses.

Project Director: Dr. Barbara A. Peterson
California State University, Fullerton

A Emerging Occupations in Agriculture: Impact upon Curriculum and People

Identification of barriers that prevent disadvantaged and women from entering jobs in agriculture at other than low-skilled levels will be a major effort of this project. Accompanying the identification of barriers will be a review of instructional materials in agriculture education to identify sex bias and stereotyping. The product of the study will be guidelines for agricultural educators based on a study of attitudes of farm operators and agribusiness managers regarding the employment of females and disadvantaged plus a review of instructional materials for biases.

Project Director: Dr. Orville E. Thompson
University of California, Davis
(916) 752-1804

C A Project to Develop Instructional Materials in Vocational Guidance with Emphasis on Reduction of Sex Bias and Sex Role Stereotyping

This project will develop vocational guidance materials for use by classroom teachers, counselors, librarians and career center aides. The materials will (1) develop job/career selection and preparation attitudes that aptitudes, interests, values and lifestyles should be the basis of choices; (2) create awareness of career options; (3) provide career exploration opportunities; (4) provide educational planning information to prepare for post-high school

training; and (5) bring students into contact with persons in nontraditional jobs.

Project Director: D. A. Dachner
Davis Joint Unified School District
(916) 756-3131

CW Displaced Homemaker Project

This project is designed to assist displaced homemakers in obtaining vocational training in nontraditional career areas. Academic, personal, and financial counseling as well as tutorial assistance, career information guidance, and job placement provided.

Project Director: Terry Votz
Grossmont Community College District

CW Transition into Electronics

Develop, implement, evaluate and disseminate a model instructional, career counseling and placement program (ten-week, team-taught modularized curriculum).

Project Director: Andrew McFarlin
San Jose Community College District

CIRW Career Planning Center

The purpose of this project is to demonstrate systems for programs, services and activities for displaced homemakers and other special groups seeking nontraditional jobs in order to enter or reenter the world of work; encourage them to enroll in nontraditional vocational education programs, and promote their retention when they do enroll; disseminate information; and provide support to other colleges in LACCD.

Project Director: Sandra Burton
Los Angeles Valley College

AC Preparing Women for Agriculture

This project provides counseling and career guidance for women; job development (agriculture); instruction to meet the needs of local agricultural industry.

Project Director: Harriet Sheldon
Bakersfield College

CarT Northern California Women for Apprenticeship

This project provides workshops for community college student personnel staff about women who are entering skilled trades; conduct

blue-collar conference; develop blue-collar resource information library including: tool illustrations, surveys, checklists, guides to preparation for skilled trades and cassette tapes of blue-collar women.

Project Director: Juanita Williams
Los Rios Community College District

RW Career Services for Women

This project provides special career support services and career information for women entering and enrolling in nontraditional programs via peer advisors, speakers, discussion groups, field trips and demonstrations. The Placement Office will set up nontraditional job development activities. Follow-up support services for women working in nontraditional field will be formed.

Project Director: Carolyn Scheutz
Merritt Community College

P A Model to Promote Nontraditional Employment for Women in Automotive Repair

This project is a model to promote nontraditional employment for women in automotive repair.

Project Director: Nancy Berman
Sierra Joint Community College District

P Nontraditional Job Awareness Training and Placement for Women

This is a project to recruit women into nontraditional job training programs. Cooperating agencies include: CETA regional occupational programs, job corps and Morgan Hill School District.

Project Director: Joseph Guzicki
Gilroy Unified School District

CIPRW Working Women

This project is a community based organization providing support services to people attempting to enter trades as well as those already working in blue-collar jobs. The services include: clearinghouse of information and resource material about apprenticeship and other blue-collar work, vocational counseling, job development and placement, tutoring for qualified tests, special trade workshops, presentations to junior and senior high school students.

Project Director: Linda Lindsay
Sonoma County Office of Education

A Nontraditional Vocational Education Program for Women

This project provides an intensive refresher/remedial program in engineering and electronic technology for high school graduates either unemployed or underemployed and who have been out of formal education for at least five years.

Project Director: Janet Epp
College of Marin

ACR Support Services for Women in Nontraditional Vocational Programs

This project provides a model bridge to community agencies developing services to meet special needs of reentry women in nontraditional vocational education courses. Counselor/coordinators assisted by specially selected female teaching assistants to provide support models from time of enrollment to job placement and work with faculty to remove sex bias and stereotyping from lectures and lab presentations.

Project Director: Rosemary Brogan
Cabrillo Community College

12 L.A.C.C.D. SEX EQUITY ACTIVITIES

Examples of sex equity programs and activities conducted during the 1979-80 academic year at campuses in the Los Angeles Community College District are contained in this section.

The hardest part was getting used to the physical limits. Women who are willing to do physical labor have it made. The company wants more of them.
Meter Reader

Project to Achieve Gender Equity

LOS ANGELES COMMUNITY COLLEGE DISTRICT SEX EQUITY ACTIVITIES

The following programs/activities were held at the colleges listed below during the 1979-80 academic year. For further information contact the person who submitted the program.

LOS ANGELES CITY COLLEGE - Lila Aurich, Sex Equity Coordinator

1. Math Anxiety Reduction classes and workshops (day and evening)
2. Slide tape presentation on nontraditional career programs
3. High school visitation program (dietetic technician)
4. Worksite visits (word processing)
5. Brown bag lunch time rap sessions for first and second semester women in nontraditional classes for support
6. Career Development Network

LOS ANGELES HARBOR COLLEGE - Jeanne Landis, Research and Development

1. Student Centered Planning Models
   a. A system of Individualized Instruction
   b. Counseling for Student Centered Development

LOS ANGELES PIERCE COLLEGE - Carol Rookstool, Project SEEK Director
Eileen Sheff, Career Counselor

1. "Be the Person You Were Meant to Be" - workshop to explore person's potential to achieve goals
2. "Finding Your Life Work and Liking It" - workshop/discussion on identifying possible careers
3. "Being Male in a Women's World" - panel discussion of men in non-traditional jobs
4. "Women Can Win" - speaker
5. "The Sky's the Limit" - speaker, woman in electronics field
6. "Changing Sex Role Stereotypes" - workshop led by counseling staff
7. Math Anxiety Workshops - workshops followed by faculty seminars
8. "Careers for Women in Agriculture" - discussion led by Pierce College Farm Manager
9. "Househusbands" - film and discussion
10. "Careers for Women in the Industrial Arts" - discussion
11. "Other Women, Other Work" - film about women in nontraditional fields
12. "Careers for Women in Electronics" - panel discussion by Pierce students
13. "Men's Lives" - film about stereotypes and discussion
14. Display Booth for High School Students

15. "Sexual Harassment on the Job" - program
16. "Careers for Women in Computer Technology" - discussion
17. "New Careers for Men in Office Administration" - discussion
18. Counselor Workshop - assessment of counselors' perceptions about their role in providing academic and career counseling for non-traditional students
19. "Plans for Success" - faculty workshop to develop recruitment plans for students into nontraditional vocational programs
20. "Career Exploration Project" - worksite visitations for students interested in nontraditional careers
21. Open Houses - displays, demonstrations, resource materials, information
22. Recruitment videotape for Industrial Arts Class- written and produced by students in creative writing class with help of media center
23. "Industrial Arts Student Handbook"
24. Campus Sex Equity Steering Committee
25. "Community 1984: Today's Partnership for Tomorrow's Economy" - community colloquium for education, government, community, employers and students

LOS ANGELES VALLEY COLLEGE - Dave Moody, Instructional Media Services Center

1. Resource Center Project - films, videotapes, filmstrips, and publications to be used for gender stereotype reduction activities

Valley College Use Only:

Prejudice: Causes, Consequences, Cures (3/4" video cassette)
Sexism is a Social Disease (filmstrip)
Placing Minority Women in Professional Jobs (publication)
Women in Management (publication)
A Simple Matter of Justice (3/4" video cassette)
Men's Lives (16 mm film)
A Token Gesture (16 mm film)
I Can be Anything: Careers and Colleges for Young Women (publication)

District Distribution:

Segments of PBS Woman Series (3/4" video cassette)
Rape
The Battle for the Vote
The 'Proper Place' for Women in the Church
The Lady Vanishes: Where are the Women in Films?
New Images for Nurses
How to Start Your Own Business
Working Class Women
Sexual Harassment on the Job
Househusbands
A Conversation with Simone de Beauvoir

13 DISTRICT FILM RESOURCES

A list of sex equity films available from the District Office are included in this section.

I wish I had started earlier. I work in a technical field where my knowledge is what counts most, rather than my sex. My team (other male employees) has been encouraging and most helpful.

Maintenance engineer

Project to Achieve Gender Equity

DISTRICT FILM RESOURCES

The following films (and reviews by faculty members) are available through instructional media centers.

House Husbands (video cassette--29 minutes)

Interview with two househusbands who share their experiences in the home.

Take This Woman

Survey of discrimination in hiring, admitting and promoting women to traditionally male held positions.

How to Start Your Own Business (video cassette--29 minutes)

Directed to women interested in setting up their own business. Step by step approach with examples of and advice for typical problems.

A Token Gesture (16mm film)

Animated treatment of sexual stereotypes, especially those that limit women.

Sylvia, Fran, and Joy (16mm film)

Three women discuss their marital and career choices. One has traditional marriage, one has an alternative marriage and the third is divorced.

Tell Me Where It Hurts (16mm film--77 minutes)

A middle-aged woman feels the need to explore ways to be more creative now that her children are grown. She shares her feelings with friends in similar circumstances.

Sometimes I Wonder Who I Am! (film--5 minutes)

Young wife and mother reflects on her perceived roles and relates feelings about expectations.

The Question of Self-Concept (16mm film--18 minutes)

Through live photography and recorded dialogue viewer is exposed to how changing roles for women produce stress for them.

Other Women, Other Work

Brief vignettes of women in nontraditional occupations--truck driver, aircraft pilot, marine biologist, roofer.

The Lady Vanishes: Where is the Woman in Films? (video cassette--29 minutes)

Interview and discussion with M. Kovacs and M. Rosen on disappearance of strong female parts in films of 1960's and early 1970's.

Joyce at 34 (16mm film)

A 34-year-old woman keeps her career after having a baby.

Free to Choose (film--15 minutes)

Animated drawings, live photography, stills and multiple-images are used to show the changing occupational sexual stereotypes and developing nontraditional career opportunities for both men and women.

Anything You Want to Be

Visual exposition by young woman narrator of societal contradictions in telling young women, "You can be anything you want to be," but treating them like stereotypes.

Age is a Woman's Issue (29 minutes)

A television talk show concerning the problems of aging among women.

The Quiet Revolution of Mrs. Harris (video cassette--28 minutes)

A middle-aged housewife decides to return to college.

Sexty Minutes (16 mm film or video cassette--30 minutes)

Spoof on sexism in a "60 Minutes" format.

14 RESOURCES

This section contains an extensive bibliography on sex equity research, materials and programs. Arranged by topics such as attitudes, bibliographies, career education, counseling, inservice training, nonsexist language and illustrations, reviewing educational materials, nontraditional employment, publicity, recruitment and retention, activities and ideas for instruction, comprehensive programs and legislation. These resources are provided to be helpful in gathering background materials as well as course and program planning. In addition, in the last section there is a list of national associations organized for the attainment of sex equity goals.

I'm really not concerned with the image of being a male secretary. To me, being a secretary means money and a lot of personal satisfaction. I like the accomplishment of doing things correctly and doing them well. I enjoy the everyday contact with people and the mental effort for detail and accuracy has always been challenging.

Secretary

RESOURCES

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NATIONAL ORGANIZATIONS CONCERNED WITH SEX EQUITY

Catalyst, 14 E. 60th Street, N.Y., N.Y. 10022

Emphasizes career information for the mature woman entering or reentering the paid work force, but has also produced some brochures for college age students.

Educational Development Center, 55 Chapel Street, Newton, Mass. 02160

Has been awarded the dissemination contract for the Women's Educational Equity Act Program, including career education materials. (Contact EDC for notification of the availability of new materials)

Feminist Press, Box 334, Old Westbury, N.Y. 11568

Prints many books for and about women to be used in schools at all age levels. Has many useful bibliographies and other materials for women studies programs.

KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221

Reprints a great variety of articles about women.

PEER (Project on Equal Education Rights), 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005

Publishes periodic newsletter about enforcement of Title IX, including the effect of Title IX on the counselor.

Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

Presents much information (single copies free), particularly about the status of women in higher education.

Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036

Offers periodic newsletter and much good information about women and education, especially K-12.

SEGO (Project on Sex Equality and Guidance Opportunities), 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

Provides materials related to counseling women students.

Women Today, Today's Publications and News Service, Inc., National Press Building, Washington, D.C. 20045

Publishes weekly newsletters (by subscription) about current events affecting women.

Women's Action Alliance, 370 Lexington Avenue, N.Y., N.Y. 10017

Has several projects related to the education of women, including excellent work with career education and preschoolers.

Women's Bureau, Employment Standards Administration, Department of Labor, Washington, D.C. 20210, and in 10 regional offices.

Produces much free or inexpensive, useful information about the employment of women; has free publications list. (Regional offices are helpful in making contacts with women in nontraditional careers)

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